



## California Online Public Schools

### California Online Public Schools

## California Online Public Schools (CalOPS) Annual Board Meeting

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

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#### Date and Time

Tuesday June 4, 2024 at 3:30 PM PDT

#### Location

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

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#### Join Zoom Meeting

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

Meeting ID: 937 6284 0563

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

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

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

Agenda

|  | Purpose                   | Presenter           | Time    |
|--|---------------------------|---------------------|---------|
| I.   | Opening Items             |                     | 3:30 PM |
| A.   | Call the Meeting to Order | Elaine Pavlich      |         |
| B.   | Roll Call                 | Elaine Pavlich      |         |
| C.   | Approval of Agenda        | Vote Elaine Pavlich |         |
| II.  | Public Comment            |                     |         |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>To view the Board Public Comment Policy, visit the CalOPS Governance Page at <a href="https://californiaops.org/governance/">https://californiaops.org/governance/</a></p> |                           |                     |         |
| III.   | Oral Reports              |                     |         |
| A.   | Superintendent's Report   | FYI Richard Savage  |         |



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

#### **IV. Consent Items**

|  |      |                 |  |
|--|------|-----------------|--|
| <b>A. Approval of Minutes from the May 07, 2024 Board Meeting (attached)</b> | Vote |                 |  |
| <b>B. Ratification of Special Education Service Contracts (attached)</b>     | Vote | LaChelle Carter |  |
| <b>C. Approval of Staffing Report (attached)</b>                             | Vote | Stephen Ford    |  |

|   | Purpose | Presenter       | Time |
|---|---------|-----------------|------|
| <b>D.</b> Approval of Expenditures over \$20k (attached)  | Vote    | LaChelle Carter |      |
| <b>E.</b> Approval of Check Registry (attached)   | Vote    | Kate Eng        |      |
| <b>F.</b> Approval of Independent Study Policy (attached)   | Vote    | Dan Hertzler    |      |
| <b>G.</b> Approval of 2024-25 Uniform Complaint Procedures (attached)   | Vote    | Dan Hertzler    |      |
| <b>H.</b> Approval of WGU Student Teaching Agreement Renewal (attached)   | Vote    | Richie Romero   |      |
| <b>I.</b> Approval of 2024-25 CalOPS Board Meeting Schedule (attached)  | Vote    | Dan Hertzler    |      |
| <b>J.</b> Approval of Associated Banking Resolutions (attached)   | Vote    | LaChelle Carter |      |
| <b>K.</b> Approval of Prop 28 Annual Reports (attached)   | Vote    | Leslie Dombek   |      |
| <b>V. Action Items</b>  |         |                 |      |
| <b>A.</b> Approval of Directors to Three Year Terms   | Vote    | Dan Hertzler    |      |
| 1. Elaine Pavlich<br>2. Diana Rivas<br>3. Michael Henjum  |         |                 |      |
| <b>B.</b> Approval of Officers for the 2024-25 School Year  | Vote    | Dan Hertzler    |      |
| 1. President- Elaine Pavlich<br>2. Vice President- Diana Rivas<br>3. Treasurer- Michael K. Henjum<br>4. Secretary- Adam Pulsipher |         |                 |      |
| <b>C.</b> Approval of 2024-25 Preliminary Budgets (attached)  | Vote    | Kate Eng        |      |
| <b>D.</b> Approval of Education Protection Account Resolution and Budgets (attached)  | Vote    | Kate Eng        |      |
| <b>E.</b> Approval of 2024-25 Consolidated Applications (attached)  | Vote    | Kate Eng        |      |

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

|   | Purpose | Presenter      | Time |
|---|---------|----------------|------|
| <b>VI. CLOSED SESSION</b>   |         |                |      |
| Brown Act; California Gov't Code §54957<br>PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE |         |                |      |
| <b>VII. Information Items</b>   |         |                |      |
| A. Notice of Board Member Resignation   | FYI     |                |      |
| <b>VIII. Closing Items</b>  |         |                |      |
| A. Adjourn Meeting  | Vote    | Elaine Pavlich |      |
| Adjournment and Confirmation of the Next Meeting - September 10, 2024 at 4 pm PT        |         |                |      |

# Coversheet

## Principals' Report (attached)

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | III. Oral Reports                      |
| <b>Item:</b>             | B. Principals' Report (attached)       |
| <b>Purpose:</b>          | FYI                                    |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | CalOPS Principals' Report 06.04.24.pdf |



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

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### SITE REPORTS

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

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

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

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

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

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

## Enrollment Update

### Month for Report: June

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

## Outreach Update

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

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

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

## Engagement Activities

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

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

### Recent Field Trips

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

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

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

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

#### Southern Region - SoCal

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

### Upcoming Field Trips

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

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

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

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

#### Southern Region - SoCal

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



# Coversheet

## Charter Impact Financial Report for CalOPS

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | III. Oral Reports                             |
| <b>Item:</b>             | C. Charter Impact Financial Report for CalOPS |
| <b>Purpose:</b>          | FYI   |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | CalOps_FY24_04_Monthly Financial Update.pdf   |



# California Online Public Schools

Monthly Financial Presentation – April 2024

# Summary



## Highlights

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



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

# Attendance Data and Metrics



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

## SoCal

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

## Central Valley

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

## NorCal

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

## North Bay

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

## Monterey Bay

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

## Central Coast

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

# Revenue

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

## SoCal

### Revenue

| Year-to-Date         |                     |                     |                     |
|----------------------|---------------------|---------------------|---------------------|
|                      | Actual              | Budget              | Fav/(Unf)           |
| State Aid-Rev Limit  | \$ 46,907,102       | \$ 47,797,155       | \$ (890,053)        |
| Federal Revenue      | 2,869,006           | 3,783,936           | (914,930)           |
| Other State Revenue  | 5,024,932           | 4,201,725           | 823,208             |
| Other Local Revenue  | 72,007              | -                   | 72,007              |
| <b>Total Revenue</b> | <b>\$54,873,047</b> | <b>\$55,782,816</b> | <b>\$ (909,769)</b> |

| Annual/Full Year     |                      |                      |                       |
|----------------------|----------------------|----------------------|-----------------------|
|                      | Forecast             | Budget               | Fav/(Unf)             |
| State Aid-Rev Limit  | \$ 61,678,764        | \$ 63,140,460        | \$ (1,461,695)        |
| Federal Revenue      | 4,264,637            | 4,877,546            | (612,909)             |
| Other State Revenue  | 6,310,602            | 6,187,889            | 122,713               |
| Other Local Revenue  | 72,007               | -                    | 72,007                |
| <b>Total Revenue</b> | <b>\$ 72,326,010</b> | <b>\$ 74,205,895</b> | <b>\$ (1,879,884)</b> |

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

## Central Valley

### Revenue

| Year-to-Date         |                     |                     |                  |
|----------------------|---------------------|---------------------|------------------|
|                      | Actual              | Budget              | Fav/(Unf)        |
| State Aid-Rev Limit  | \$ 6,299,871        | \$ 6,431,851        | \$ (131,980)     |
| Federal Revenue      | 424,962             | 528,345             | (103,383)        |
| Other State Revenue  | 799,909             | 547,196             | 252,713          |
| Other Local Revenue  | 7,128               | -                   | 7,128            |
| <b>Total Revenue</b> | <b>\$ 7,531,869</b> | <b>\$ 7,507,392</b> | <b>\$ 24,478</b> |

| Annual/Full Year     |                      |                      |                     |
|----------------------|----------------------|----------------------|---------------------|
|                      | Forecast             | Budget               | Fav/(Unf)           |
| State Aid-Rev Limit  | \$ 10,840,174        | \$ 8,640,774         | \$ 2,199,401        |
| Federal Revenue      | 673,925              | 662,318              | 11,607              |
| Other State Revenue  | 1,109,854            | 779,179              | 330,675             |
| Other Local Revenue  | 7,128                | -                    | 7,128               |
| <b>Total Revenue</b> | <b>\$ 12,631,081</b> | <b>\$ 10,082,271</b> | <b>\$ 2,548,811</b> |

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

## NorCal

### Revenue

| Year-to-Date         |                     |                     |                       |
|----------------------|---------------------|---------------------|-----------------------|
|                      | Actual              | Budget              | Fav/(Unf)             |
| State Aid-Rev Limit  | \$ 13,887,970       | \$ 15,919,330       | \$ (2,031,360)        |
| Federal Revenue      | 524,091             | 440,409             | 83,682                |
| Other State Revenue  | 2,044,463           | 1,421,219           | 623,245               |
| Other Local Revenue  | 52,960              | -                   | 52,960                |
| <b>Total Revenue</b> | <b>\$16,509,484</b> | <b>\$17,780,958</b> | <b>\$ (1,271,474)</b> |

| Annual/Full Year     |                      |                      |                   |
|----------------------|----------------------|----------------------|-------------------|
|                      | Forecast             | Budget               | Fav/(Unf)         |
| State Aid-Rev Limit  | \$ 21,708,426        | \$ 21,974,932        | \$ (266,507)      |
| Federal Revenue      | 767,164              | 522,118              | 245,047           |
| Other State Revenue  | 2,487,993            | 2,132,029            | 355,964           |
| Other Local Revenue  | 52,960               | -                    | 52,960            |
| <b>Total Revenue</b> | <b>\$ 25,016,542</b> | <b>\$ 24,629,078</b> | <b>\$ 387,464</b> |

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

# Revenue

## North Bay

### Revenue

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

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

## Monterey Bay

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

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

## Central Coast

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

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

# Expenses

## SoCal

### Expenses

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

## Central Valley

### Expenses

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

## NorCal

### Expenses

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

- **FY24 annual expenses forecasted at \$117M; +3% to prior projection**
- **SoCal: +\$3.2M**, PVS expenses trended out through year end (+\$1.8M), balance sheet clean up (+\$800K), SPED (+\$300K)
- **Central Valley: -\$105K**, driven by reduced professional services
- **NorCal: +\$650K**, PVS expense trend (+\$400K) and rent correction (+\$70K)

# Expenses

## North Bay

### Expenses

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

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

## Monterey Bay

### Expenses

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

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

## Central Coast

### Expenses

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

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





# Fund Balance

## TOTAL

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

| Year-to-Date         |                      |              |
|----------------------|----------------------|--------------|
| Actual               | Budget               | Fav/(Unf)    |
| \$ 1,664,979         | \$ 1,857,071         | \$ (192,092) |
| 23,321,711           | 23,321,711           |              |
| <u>\$ 24,986,691</u> | <u>\$ 25,178,783</u> |              |
| 21.3%                | 22.8%                |              |

| Annual/Full Year     |                      |                |
|----------------------|----------------------|----------------|
| Forecast             | Budget               | Fav/(Unf)      |
| \$ 4,663,708         | \$ 8,518,984         | \$ (3,855,276) |
| 23,321,711           | 23,321,711           |                |
| <u>\$ 30,996,436</u> | <u>\$ 31,840,693</u> |                |
| 26.4%                | 28.9%                |                |

## SoCal

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

| Year-to-Date         |                      |            |
|----------------------|----------------------|------------|
| Actual               | Budget               | Fav/(Unf)  |
| \$ 3,380,671         | \$ 2,587,251         | \$ 793,419 |
| 16,289,570           | 16,289,570           |            |
| <u>\$ 19,670,241</u> | <u>\$ 18,876,821</u> |            |
| 27.6%                | 27.9%                |            |

| Annual/Full Year     |                      |                |
|----------------------|----------------------|----------------|
| Forecast             | Budget               | Fav/(Unf)      |
| \$ 1,132,961         | \$ 6,462,867         | \$ (5,329,906) |
| 16,289,570           | 16,289,570           |                |
| <u>\$ 20,433,548</u> | <u>\$ 22,752,437</u> |                |
| 28.7%                | 33.6%                |                |

## Central Valley

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

| Year-to-Date        |                     |              |
|---------------------|---------------------|--------------|
| Actual              | Budget              | Fav/(Unf)    |
| \$ 104              | \$ 130,821          | \$ (130,717) |
| 2,585,612           | 2,585,612           |              |
| <u>\$ 2,585,716</u> | <u>\$ 2,716,433</u> |              |
| 22.6%               | 29.1%               |              |

| Annual/Full Year    |                     |            |
|---------------------|---------------------|------------|
| Forecast            | Budget              | Fav/(Unf)  |
| \$ 1,174,505        | \$ 736,864          | \$ 437,641 |
| 2,585,612           | 2,585,612           |            |
| <u>\$ 3,760,117</u> | <u>\$ 3,322,476</u> |            |
| 32.8%               | 35.6%               |            |

## NorCal

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

| Year-to-Date        |                     |              |
|---------------------|---------------------|--------------|
| Actual              | Budget              | Fav/(Unf)    |
| \$ (1,111,058)      | \$ (971,109)        | \$ (139,949) |
| 3,157,326           | 3,157,326           |              |
| <u>\$ 2,046,268</u> | <u>\$ 2,186,217</u> |              |
| 8.7%                | 9.2%                |              |

| Annual/Full Year    |                     |            |
|---------------------|---------------------|------------|
| Forecast            | Budget              | Fav/(Unf)  |
| \$ 1,401,127        | \$ 754,261          | \$ 646,866 |
| 3,157,326           | 3,157,326           |            |
| <u>\$ 4,558,453</u> | <u>\$ 3,911,587</u> |            |
| 19.3%               | 16.4%               |            |

# Fund Balance

## North Bay

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

*As a % of Annual Expenses*

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

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

## Monterey Bay

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

*As a % of Annual Expenses*

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

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

## Central Coast

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

*As a % of Annual Expenses*

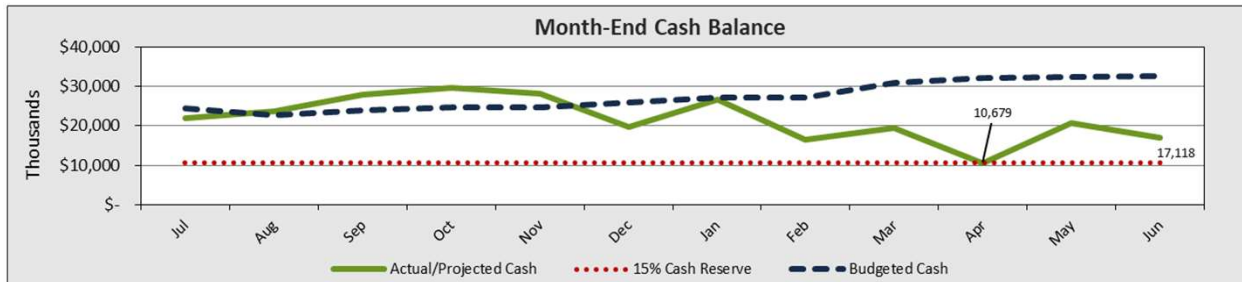
| Year-to-Date      |                   |            |
|-------------------|-------------------|------------|
| Actual            | Budget            | Fav/(Unf)  |
| \$ 200,600        | \$ 49,881         | \$ 150,719 |
| 198,205           | 198,205           |            |
| <u>\$ 398,804</u> | <u>\$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

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

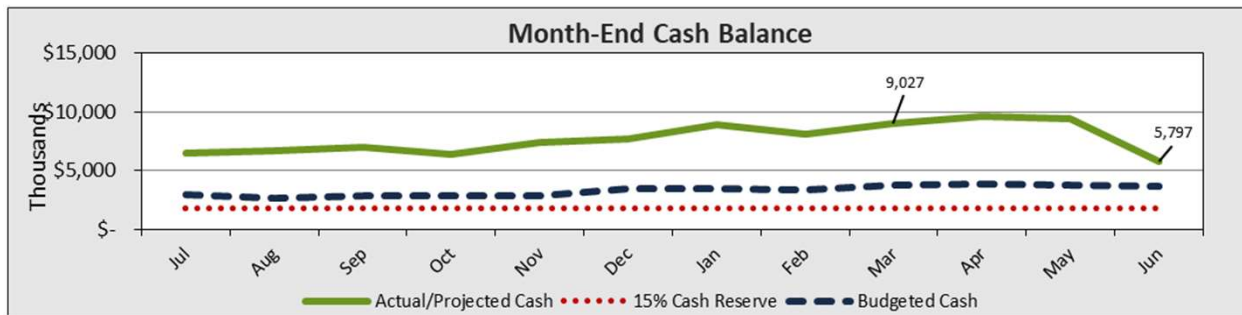
# Cash Balance

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

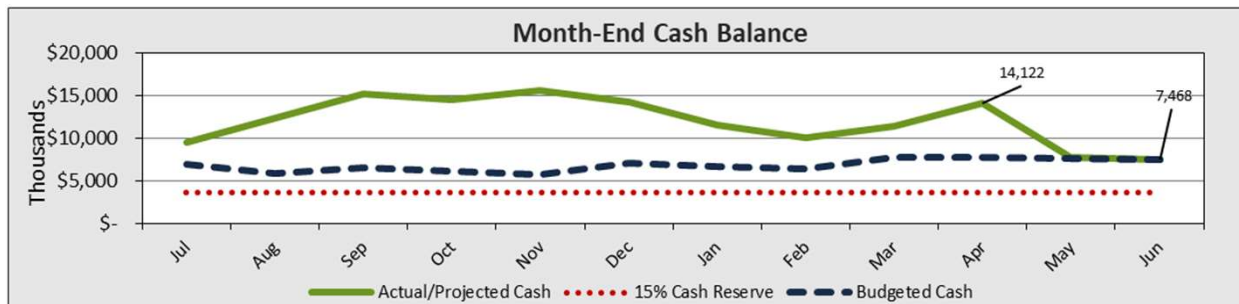
## SoCal



## Central Valley



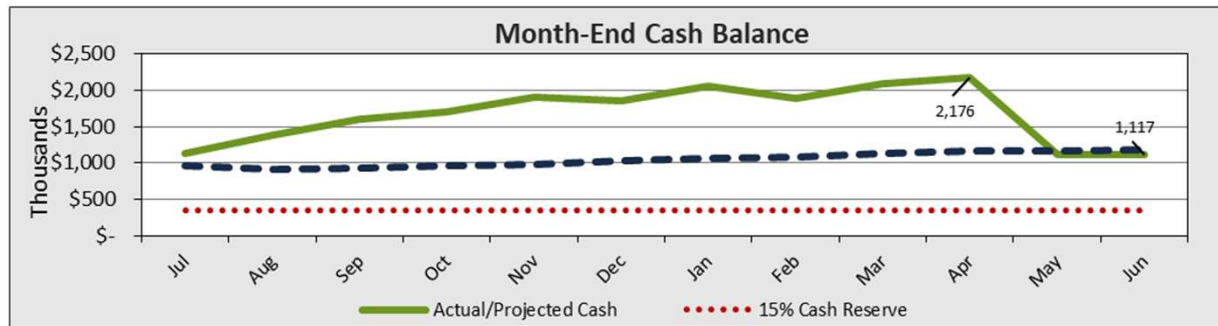
## NorCal



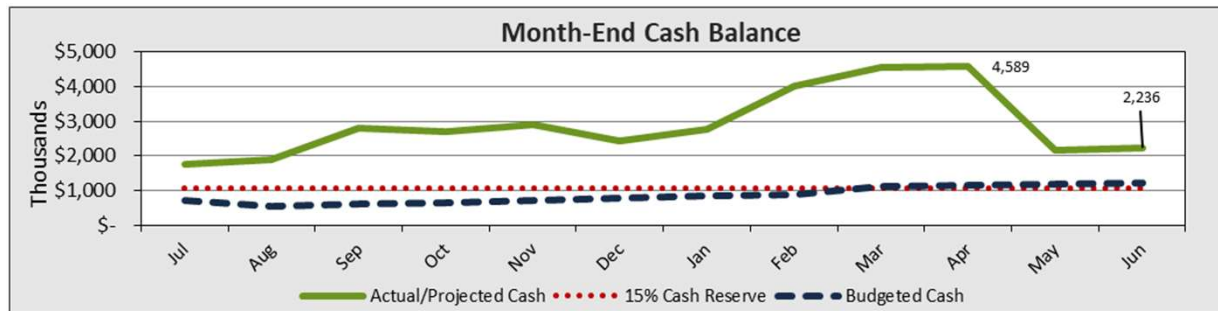
# Cash Balance

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

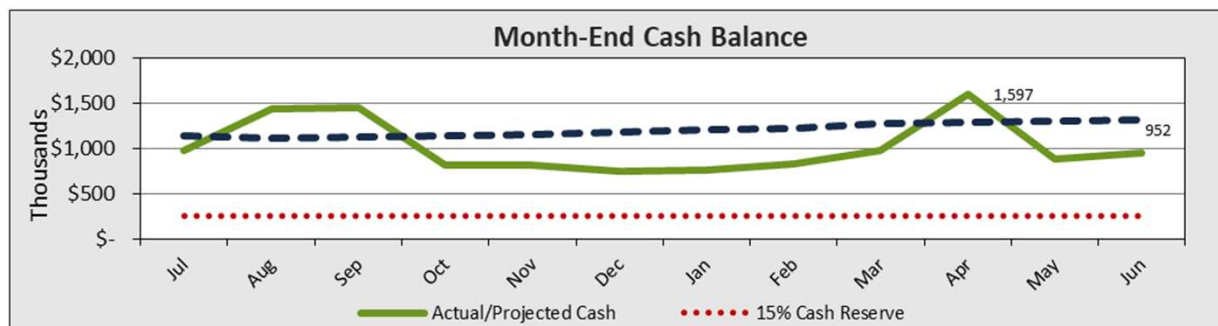
## North Bay



## Monterey Bay



## Central Coast



# Appendix

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

## FY23-24 CalOps Southern California

### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 4896.08

|  | Jul-23           | Aug-23           | Sep-23           | Oct-23           | Nov-23           | Dec-23            | Jan-24           | Feb-24           | Mar-24           | Apr-24           | May-24           | Jun-24           | Year-End<br>Accruals | Annual<br>Forecast | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|--------------------------|-------------------------|
| <b>Revenues</b>                          |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| <b>State Aid - Revenue Limit</b>         |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    | ADA = 5045.66            |                         |
| 8011 LCFF State Aid                      | 961,502          | -                | 2,692,205        | 1,730,703        | 1,730,703        | 1,730,703         | 1,730,703        | 1,235,145        | 1,235,145        | 1,235,145        | 1,235,145        | 988,300          | 145,545              | 16,650,944         | 20,625,581               | (3,974,637)             |
| 8012 Education Protection Account        | -                | -                | 241,493          | -                | -                | 241,493           | -                | -                | 255,129          | -                | -                | -                | 241,101              | 979,216            | 1,009,132                | (29,916)                |
| 8019 State Aid - Prior Year              | -                | -                | -                | -                | -                | -                 | -                | -                | 127,486          | 63,747           | 63,747           | -                | -                    | 254,980            | -                        | 254,980                 |
| 8096 In Lieu of Property Taxes           | -                | 2,543,036        | -                | -                | 3,390,714        | 11,867,499        | 3,390,714        | -                | 3,390,714        | 7,113,123        | 3,805,003        | 3,805,003        | 4,487,818            | 43,793,624         | 41,505,746               | 2,287,878               |
|  | 961,502          | 2,543,036        | 2,933,698        | 1,730,703        | 5,121,417        | 13,839,695        | 5,121,417        | 1,235,145        | 5,008,474        | 8,412,015        | 5,103,895        | 4,793,303        | 4,874,465            | 61,678,764         | 63,140,460               | (1,461,695)             |
| <b>Federal Revenue</b>                   |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 8181 Special Education - Entitlement     | -                | -                | -                | -                | -                | -                 | -                | -                | -                | -                | 120,399          | 120,399          | 395,691              | 636,489            | 630,707                  | 5,782                   |
| 8290 Title I, Part A - Basic Low Income  | -                | -                | -                | -                | -                | -                 | -                | 793,988          | -                | -                | -                | -                | -                    | 793,988            | 795,633                  | (1,645)                 |
| 8291 Title II, Part A - Teacher Quality  | -                | -                | -                | -                | -                | -                 | -                | -                | 60,732           | 77,509           | -                | -                | 143                  | 138,384            | 130,167                  | 8,217                   |
| 8181 Title IV - Part A                   | -                | -                | -                | -                | -                | -                 | -                | -                | -                | -                | -                | -                | 61,655               | 61,655             | 56,105                   |                         |
| 8296 Other Federal Revenue               | -                | -                | -                | -                | -                | -                 | 1,796,540        | 61,655           | -                | -                | -                | -                | 697,344              | 2,555,539          | 3,264,934                | (709,395)               |
| 8299 Prior Year Federal Revenue          | -                | -                | -                | -                | -                | -                 | -                | -                | 78,582           | -                | -                | -                | -                    | 78,582             | -                        | 78,582                  |
|  | -                | -                | -                | -                | -                | -                 | 1,796,540        | 855,643          | 139,314          | 77,509           | 120,399          | 120,399          | 1,154,833            | 4,264,637          | 4,877,546                | (618,459)               |
| <b>Other State Revenue</b>               |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 8311 State Special Education             | 206,870          | 206,870          | 372,367          | 372,367          | 372,367          | -                 | 744,734          | 381,551          | 774,426          | -                | 329,857          | 329,857          | 192,805              | 4,284,070          | 4,477,518                | (193,448)               |
| 8550 Mandated Cost                       | -                | -                | -                | -                | 173,027          | -                 | -                | -                | -                | -                | -                | -                | -                    | 173,027            | 172,508                  | 519                     |
| 8560 State Lottery                       | -                | -                | -                | -                | -                | -                 | -                | 432,464          | 386,252          | -                | -                | -                | 400,408              | 1,219,124          | 1,195,821                | 23,303                  |
| 8598 Prior Year Revenue                  | -                | -                | -                | -                | -                | -                 | 246,548          | -                | 12,513           | 40,758           | -                | -                | -                    | 299,819            | -                        | 299,819                 |
| 8599 Other State Revenue                 | -                | -                | 54,714           | -                | 70,346           | 35,173            | -                | 70,644           | 35,471           | 35,471           | 22,032           | 22,032           | (11,322)             | 334,562            | 342,041                  | (7,479)                 |
|  | 206,870          | 206,870          | 427,081          | 372,367          | 615,740          | 35,173            | 991,282          | 884,659          | 1,208,661        | 76,229           | 351,889          | 351,889          | 581,891              | 6,310,602          | 6,187,889                | 122,713                 |
| <b>Other Local Revenue</b>               |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 8660 Interest Revenue                    | -                | -                | 10,686           | -                | 15,830           | 6,799             | -                | 8,656            | 22,424           | 7,612            | -                | -                | -                    | 72,007             | -                        | 72,007                  |
|  | -                | -                | 10,686           | -                | 169,642          | 6,799             | -                | 8,656            | (131,387)        | 7,612            | -                | -                | -                    | 72,007             | -                        | 72,007                  |
| <b>Total Revenue</b>                     | <b>1,168,372</b> | <b>2,749,906</b> | <b>3,371,465</b> | <b>2,103,070</b> | <b>5,906,799</b> | <b>13,881,667</b> | <b>7,909,239</b> | <b>2,984,103</b> | <b>6,225,062</b> | <b>8,573,365</b> | <b>5,576,183</b> | <b>5,265,591</b> | <b>6,611,189</b>     | <b>72,326,010</b>  | <b>74,205,895</b>        | <b>(1,885,434)</b>      |
| <b>Expenses</b>                          |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| <b>Certificated Salaries</b>             |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 1100 Teachers' Salaries                  | 1,336,153        | 2,116,459        | 1,438,756        | 1,438,756        | 1,688,398        | 1,468,195         | 1,625,376        | 1,606,182        | 1,591,803        | 1,595,053        | 1,615,000        | 1,615,000        | 1,703,031            | 20,838,161         | 18,991,275               | (1,846,887)             |
| 1175 Teachers' Extra Duty/Stipends       | -                | -                | -                | -                | -                | -                 | -                | -                | -                | -                | 492              | 492              | 591                  | 1,576              | 7,416                    | 5,840                   |
| 1200 Pupil Support Salaries              | 145,224          | 119,000          | 122,644          | 122,644          | 172,609          | 112,759           | 177,851          | 185,529          | 178,234          | 176,713          | 182,000          | 182,000          | 176,379              | 2,053,584          | 1,462,827                | (590,757)               |
| 1300 Administrators' Salaries            | 262,048          | 170,018          | 165,924          | 165,924          | 201,225          | 161,548           | 188,909          | 163,075          | 166,633          | 197,902          | 171,000          | 171,000          | 239,227              | 2,424,433          | 2,415,186                | (9,247)                 |
|  | 1,743,425        | 2,405,476        | 1,727,324        | 1,727,324        | 2,062,232        | 1,742,502         | 1,992,136        | 1,954,786        | 1,936,670        | 1,969,668        | 1,968,492        | 1,968,492        | 2,119,228            | 25,317,755         | 22,876,704               | (2,441,051)             |
| <b>Classified Salaries</b>               |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 2100 Instructional Salaries              | 3,082            | 4,996            | 3,484            | 3,484            | 4,215            | 3,681             | 3,905            | -                | -                | -                | 3,428            | 3,428            | 4,114                | 37,817             | 46,934                   | 9,116                   |
| 2200 Support Salaries                    | 8,439            | 5,251            | 5,251            | 5,251            | 6,855            | 5,251             | 6,578            | 6,036            | 6,036            | 6,037            | 5,492            | 5,492            | 6,590                | 78,561             | 75,184                   | (3,377)                 |
| 2300 Classified Administrators' Salaries | 40,063           | 25,534           | 26,242           | 26,242           | 41,855           | 25,411            | 38,932           | 70,747           | 74,101           | 96,005           | 74,101           | 74,101           | 30,145               | 643,477            | 351,828                  | (291,649)               |
| 2400 Clerical and Office Staff Salaries  | 7,214            | 4,551            | 7,075            | 7,075            | 12,246           | 8,378             | 14,417           | 15,425           | 15,415           | 19,494           | 19,494           | 19,494           | 9,935                | 160,212            | 63,250                   | (96,962)                |
|  | 58,798           | 40,333           | 42,051           | 42,051           | 65,170           | 42,721            | 63,832           | 92,208           | 95,552           | 121,536          | 102,515          | 102,515          | 50,784               | 920,067            | 537,195                  | (382,872)               |
| <b>Benefits</b>                          |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 3101 STRS                                | -                | -                | -                | -                | -                | -                 | -                | -                | (90,877)         | -                | 314,717          | 314,717          | 3,509,169            | 4,047,725          | 3,034,341                | (1,013,384)             |
| 3301 OASDI                               | 11,997           | 7,990            | 8,447            | 8,447            | 11,254           | 8,130             | 12,672           | 12,311           | 12,311           | 12,474           | 3,508            | 3,508            | -                    | 113,048            | 23,129                   | (89,919)                |
| 3311 Medicare                            | 24,620           | 34,209           | 24,118           | 24,118           | 29,709           | 24,574            | 28,067           | 28,257           | 28,110           | 28,934           | 24,836           | 24,836           | -                    | 324,388            | 235,765                  | (88,623)                |
| 3401 Health and Welfare                  | -                | -                | -                | -                | 36,396           | 1,860,785         | 449,909          | 1,993,003        | (384,162)        | 506,330          | 512,600          | 512,600          | -                    | 5,487,460          | 4,862,000                | (625,460)               |
| 3501 State Unemployment                  | 1,478            | 1,893            | 2,002            | 2,002            | 201              | 1,521             | 52,195           | 9,101            | 3,229            | 2,610            | 11,438           | 11,438           | -                    | 99,109             | 217,013                  | 117,904                 |
| 3601 Workers' Compensation               | -                | -                | 46,676           | 34,235           | -                | 221               | -                | -                | 32,839           | -                | 23,980           | 23,980           | -                    | 161,930            | 227,635                  | 65,705                  |
|  | 38,096           | 44,092           | 81,243           | 68,801           | 77,560           | 1,895,232         | 542,842          | 2,042,671        | (398,549)        | 550,348          | 891,078          | 891,078          | 3,509,169            | 10,233,661         | 8,599,883                | (1,633,778)             |
| <b>Books and Supplies</b>                |                  |                  |                  |                  |                  |                   |                  |                  |                  |                  |                  |                  |                      |                    |                          |                         |
| 4100 Textbooks and Core Materials        | -                | -                | 2,966            | -                | 465,074          | 49,796            | -                | 22,812           | 7,875            | 7,375            | 7,375            | 27,858           | -                    | 591,131            | 344,500                  | (246,631)               |
| 4200 Books and Reference Materials       | -                | -                | -                | -                | -                | 2,194,258         | 3,102            | 1,121,410        | 620,797          | 626,722          | 626,722          | 474,000          | -                    | 5,667,011          | 6,914,823                | 1,247,812               |
| 4302 School Supplies                     | -                | 21,692           | 34,530           | 4,108            | 13,696           | -                 | -                | 42,478           | 5,762            | 153,759          | 153,759          | 3,260,789        | -                    | 3,690,574          | 3,804,737                | 114,163                 |
| 4305 Software                            | -                | 127,690          | 210,366          | 424,997          | 473,361          | 1,261,387         | 14,771           | 1,058,873        | 315,906          | 354,839          | 354,839          | 262,407          | -                    | 4,859,436          | 3,148,884                | (1,710,552)             |
| 4310 Office Expense                      | 4,917            | 402              | 9,441            | 1,060            | 1,694            | 5,209             | 186              | 64,058           | 30,108           | 1,654            | 11,323           | 11,323           | -                    | 141,376            | 135,877                  | (5,499)                 |
| 4311 Business Meals                      | -                | -                | -                | -                | -                | -                 | 162              | 3,306            | 1,761            | 7,810            | 12,919           | 12,919           | -                    | 38,876             | 155,022                  | 116,146                 |
| 4400 Noncapitalized Equipment            | -                | 771,325          | 299,618          | 16,833           | 3,648            | 32,076            | 10,101           | (98)             | 522              | 2,061            | 274,475          | 274,475          | -                    | 1,685,037          | 2,303,093                | 618,056                 |
|  | 4,917            | 921,108          | 556,922          | 446,999          | 957,473          | 3,542,726         | 28,322           | 2,312,840        | 982,730          | 1,154,220        | 1,441,412        | 4,323,771        | -                    | 16,673,440         | 16,806,936               | 133,496                 |

## FY23-24 CalOps Southern California

### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 4896.08

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



## FY23-24 CalOps Southern California

### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 4896.08

#### Cash Flow Adjustments

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



**FY23-24 CalOps Central Valley****Monthly Cash Flow/Forecast FY23-24**

Revised: 5/28/24

Actuals Through: 4/30/2024

ADA = 801.29



|  | Jul-23        | Aug-23         | Sep-23         | Oct-23         | Nov-23         | Dec-23           | Jan-24           | Feb-24         | Mar-24           | Apr-24         | May-24           | Jun-24           | Year-End<br>Accruals | Annual<br>Forecast | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--|---------------|----------------|----------------|----------------|----------------|------------------|------------------|----------------|------------------|----------------|------------------|------------------|----------------------|--------------------|--------------------------|-------------------------|
| <b>Revenues</b>                          |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| <b>State Aid - Revenue Limit</b>         |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    | <b>ADA = 643.74</b>      |                         |
| 8011 LCFF State Aid                      | -             | 298,722        | 301,344        | 542,418        | 543,157        | 524,903          | 537,700          | 537,700        | 842,809          | 842,809        | 872,386          | 872,386          | 927,404              | <b>7,643,739</b>   | 6,119,923                | 1,523,816               |
| 8012 Education Protection Account        | -             | -              | -              | -              | -              | 543,157          | 543,156          | -              | -                | -              | 669,407          | -                | 958,036              | <b>2,713,756</b>   | 2,134,271                | 579,485                 |
| 8019 State Aid - Prior Year              | -             | -              | -              | -              | -              | -                | -                | -              | (45)             | (45)           | -                | -                | -                    | <b>(90)</b>        | -                        | (90)                    |
| 8096 In Lieu of Property Taxes           | -             | -              | -              | 75,130         | 33,391         | 66,782           | 33,391           | -              | 33,391           | -              | 45,681           | 45,681           | 149,322              | <b>482,769</b>     | 386,580                  | 96,189                  |
|  | -             | 298,722        | 301,344        | 617,548        | 576,548        | 1,134,842        | 1,114,247        | 537,700        | 876,155          | 842,764        | 1,587,474        | 918,067          | 2,034,762            | <b>10,840,174</b>  | <b>8,640,774</b>         | <b>2,199,401</b>        |
| <b>Federal Revenue</b>                   |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 8181 Special Education - Entitlement     | -             | -              | -              | -              | -              | -                | -                | -              | -                | -              | 20,834           | 20,834           | 62,500               | <b>104,168</b>     | 80,468                   | 23,700                  |
| 8290 Title I, Part A - Basic Low Income  | -             | -              | -              | -              | -              | -                | -                | -              | 135,177          | -              | -                | -                | 8,062                | <b>143,239</b>     | 140,532                  | 2,707                   |
| 8291 Title II, Part A - Teacher Quality  | -             | -              | -              | -              | -              | -                | -                | -              | -                | 9,028          | -                | -                | 13,724               | <b>22,752</b>      | 22,324                   | 428                     |
| 8290 Title IV, Part A                    | -             | -              | -              | -              | -              | -                | -                | -              | -                | -              | -                | -                | 11,187               | <b>11,187</b>      | 10,964                   | 223                     |
| 8296 Other Federal Revenue               | -             | -              | -              | -              | -              | -                | 260,511          | -              | 11,187           | -              | -                | -                | 111,822              | <b>383,520</b>     | 408,030                  | (24,510)                |
| 8299 Prior Year Federal Revenue          | -             | -              | -              | -              | -              | -                | -                | -              | 9,059            | -              | -                | -                | -                    | <b>9,059</b>       | -                        | 9,059                   |
|  | -             | -              | -              | -              | -              | -                | 260,511          | -              | 155,423          | 9,028          | 20,834           | 20,834           | 207,295              | <b>673,925</b>     | <b>662,318</b>           | <b>11,607</b>           |
| <b>Other State Revenue</b>               |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 8311 State Special Education             | 27,750        | 27,750         | 49,950         | 49,950         | 49,950         | -                | 99,900           | 76,466         | 155,196          | -              | 63,886           | 63,886           | 36,445               | <b>701,129</b>     | 571,257                  | 129,872                 |
| 8550 Mandated Cost                       | -             | -              | -              | -              | -              | 22,682           | -                | -              | -                | -              | -                | -                | -                    | <b>22,682</b>      | 23,168                   | (486)                   |
| 8560 State Lottery                       | -             | -              | -              | -              | -              | -                | -                | 57,843         | -                | -              | -                | -                | 141,678              | <b>199,521</b>     | 152,567                  | 46,954                  |
| 8598 Prior Year Revenue                  | -             | -              | -              | -              | -              | -                | 14,654           | 1,892          | 2,032            | 127,880        | -                | -                | -                    | <b>146,458</b>     | -                        | 146,458                 |
| 8599 Other State Revenue                 | -             | 2,621          | -              | -              | -              | 16,777           | -                | 4,718          | 11,897           | -              | 3,606            | 3,606            | (3,161)              | <b>40,065</b>      | 32,187                   | 7,877                   |
|  | 27,750        | 30,371         | 49,950         | 49,950         | 49,950         | 39,459           | 114,554          | 140,920        | 169,125          | 127,880        | 67,492           | 67,492           | 174,962              | <b>1,109,854</b>   | <b>779,179</b>           | <b>330,675</b>          |
| <b>Other Local Revenue</b>               |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 8660 Interest Revenue                    | 83            | 98             | 93             | 102            | 103            | 1,035            | 136              | 134            | 5,217            | 126            | -                | -                | -                    | <b>7,128</b>       | -                        | 7,128                   |
|  | 83            | 98             | 93             | 102            | 103            | 1,035            | 136              | 134            | 5,217            | 126            | -                | -                | -                    | <b>7,128</b>       | -                        | <b>7,128</b>            |
| <b>Total Revenue</b>                     | <b>27,833</b> | <b>329,192</b> | <b>351,387</b> | <b>667,600</b> | <b>626,602</b> | <b>1,175,336</b> | <b>1,489,448</b> | <b>678,754</b> | <b>1,205,920</b> | <b>979,798</b> | <b>1,675,800</b> | <b>1,006,393</b> | <b>2,417,019</b>     | <b>12,631,081</b>  | <b>10,082,271</b>        | <b>2,548,811</b>        |
| <b>Expenses</b>                          |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| <b>Certificated Salaries</b>             |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 1100 Teachers' Salaries                  | 170,803       | 270,551        | 183,919        | 183,919        | 215,831        | 187,682          | 207,775          | 205,321        | 203,483          | 203,898        | 206,600          | 206,600          | 278,717              | <b>2,725,097</b>   | 2,427,687                | (297,410)               |
| 1175 Teachers' Extra Duty/Stipends       | -             | -              | -              | -              | -              | -                | -                | -              | -                | -              | 81               | 81               | 97                   | <b>258</b>         | 948                      | 690                     |
| 1200 Pupil Support Salaries              | 18,564        | 15,212         | 15,678         | 15,678         | 22,065         | 14,414           | 22,735           | 23,716         | 22,784           | 22,590         | 24,055           | 24,055           | 28,866               | <b>270,412</b>     | 186,996                  | (83,417)                |
| 1300 Administrators' Salaries            | 33,498        | 21,734         | 21,210         | 21,210         | 25,723         | 20,651           | 24,149           | 20,846         | 21,301           | 25,298         | 21,882           | 21,882           | 39,152               | <b>318,536</b>     | 308,737                  | (9,798)                 |
|  | 222,865       | 307,496        | 220,807        | 220,807        | 263,619        | 222,747          | 254,658          | 249,884        | 247,568          | 251,786        | 252,618          | 252,618          | 346,832              | <b>3,314,303</b>   | <b>2,924,368</b>         | <b>(389,935)</b>        |
| <b>Classified Salaries</b>               |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 2100 Instructional Salaries              | 394           | 639            | 445            | 445            | 539            | 471              | 499              | -              | -                | -              | 561              | 561              | 673                  | <b>5,227</b>       | 6,000                    | 772                     |
| 2200 Support Salaries                    | 1,079         | 671            | 671            | 671            | 876            | 671              | 841              | 772            | 772              | 772            | 899              | 899              | 1,079                | <b>10,672</b>      | 9,611                    | (1,062)                 |
| 2300 Classified Administrators' Salaries | 5,121         | 3,264          | 3,355          | 3,355          | 5,350          | 3,248            | 4,977            | 9,044          | 9,472            | 12,272         | 12,272           | 4,111            | 4,933                | <b>80,775</b>      | 44,975                   | (35,800)                |
| 2400 Clerical and Office Staff Salaries  | 922           | 582            | 904            | 904            | 1,565          | 1,071            | 1,843            | 1,972          | 1,971            | 2,492          | 1,355            | 1,355            | 1,626                | <b>18,562</b>      | 8,085                    | (10,477)                |
|  | 7,516         | 5,156          | 5,375          | 5,375          | 8,331          | 5,461            | 8,160            | 11,787         | 12,215           | 15,536         | 15,087           | 6,926            | 8,311                | <b>115,236</b>     | <b>68,671</b>            | <b>(46,566)</b>         |
| <b>Benefits</b>                          |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 3101 STRS                                | -             | -              | 970            | -              | -              | -                | -                | -              | (15,132)         | -              | 50,492           | 50,492           | 575,626              | <b>662,449</b>     | 387,885                  | (274,564)               |
| 3202 PERS                                | -             | -              | -              | -              | -              | -                | -                | -              | -                | -              | 2,938            | 1,349            | -                    | <b>4,287</b>       | 12,876                   | 8,589                   |
| 3301 OASDI                               | 1,534         | 1,021          | 1,080          | 1,080          | 1,439          | 1,039            | 1,620            | 1,574          | 1,574            | 1,595          | 675              | 310              | -                    | <b>14,539</b>      | 2,957                    | (11,582)                |
| 3311 Medicare                            | 3,147         | 4,373          | 3,083          | 3,083          | 3,798          | 3,141            | 3,588            | 3,612          | 3,593            | 3,698          | 4,020            | 3,897            | -                    | <b>43,034</b>      | 30,138                   | (12,895)                |
| 3401 Health and Welfare                  | -             | -              | -              | -              | 5,768          | 308,824          | 231,160          | 330,481        | (63,702)         | 83,960         | 81,127           | 81,127           | 192,036              | <b>1,058,745</b>   | 628,524                  | (430,221)               |
| 3501 State Unemployment                  | 189           | 242            | 256            | 256            | 26             | 194              | 6,672            | 1,163          | 413              | 334            | 11,210           | 11,210           | 192,036              | <b>224,201</b>     | 168,528                  | (55,673)                |
| 3601 Workers' Compensation               | -             | -              | 5,967          | 4,376          | -              | 37               | -                | 5,445          | -                | -              | 3,881            | 3,763            | -                    | <b>23,469</b>      | 29,099                   | 5,630                   |
|  | 4,870         | 5,636          | 11,355         | 8,795          | 11,030         | 313,236          | 243,040          | 342,276        | (73,254)         | 89,587         | 154,343          | 152,148          | 767,662              | <b>2,030,723</b>   | <b>1,260,007</b>         | <b>(770,716)</b>        |
| <b>Books and Supplies</b>                |               |                |                |                |                |                  |                  |                |                  |                |                  |                  |                      |                    |                          |                         |
| 4100 Textbooks and Core Materials        | -             | -              | 379            | -              | 59,451         | 6,460            | -                | 2,843          | 4,250            | 1,083          | 5,260            | 5,260            | -                    | <b>84,986</b>      | 42,300                   | (42,686)                |
| 4200 Books and Reference Materials       | -             | -              | -              | -              | -              | 359,494          | 514              | 201,053        | 121,505          | 97,281         | 88,652           | 88,652           | -                    | <b>957,153</b>     | 886,520                  | (70,633)                |
| 4302 School Supplies                     | -             | 2,773          | 548            | 525            | 1,751          | -                | -                | 1,141          | 995              | 25,606         | 58,456           | 58,456           | -                    | <b>150,252</b>     | 33,932                   | (116,320)               |
| 4305 Software                            | -             | 2,959          | 30,640         | 55,071         | 60,461         | 204,756          | 4,326            | 178,886        | 56,448           | 56,446         | 42,060           | 42,060           | -                    | <b>734,113</b>     | 420,600                  | (313,513)               |
| 4310 Office Expense                      | -             | 36             | 1,079          | 42             | 70             | 733              | 23               | 9,242          | 4,993            | 138            | 1,427            | 1,427            | -                    | <b>19,209</b>      | 14,268                   | (4,941)                 |
| 4311 Business Meals                      | -             | -              | -              | -              | -              | -                | 27               | 548            | 263              | 1,635          | 1,639            | 1,639            | -                    | <b>5,750</b>       | 19,666                   | 13,916                  |
| 4400 Noncapitalized Equipment            | -             | 3,455          | 37,409         | 2,152          | 466            | 4,230            | 1,675            | (16)           | 87               | 341            | 589,858          | 589,858          | -                    | <b>1,229,515</b>   | 1,141,995                | (87,520)                |
|  | -             | 9,223          | 70,055         | 57,790         | 122,199        | 575,674          | 6,565            | 393,697        | 188,541          | 182,530        | 787,352          | 787,352          | -                    | <b>3,180,977</b>   | <b>2,559,281</b>         | <b>(621,697)</b>        |

**FY23-24 CalOps Central Valley****Monthly Cash Flow/Forecast FY23-24**

Revised: 5/28/24

Actuals Through: 4/30/2024

ADA = 801.29



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

## FY23-24 CalOps Central Valley

### Monthly Cash Flow/Forecast FY23-24

Revised: 5/28/24

Actuals Through: 4/30/2024

ADA = 801.29

#### Cash Flow Adjustments

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

| Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------|-------------------------|
|--------------------------|-------------------------|

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

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 1728.71



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

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

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 1728.71



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

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

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 1728.71

**Cash Flow Adjustments**

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

| Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------|-------------------------|
|--------------------------|-------------------------|

**FY23-24 CalOps North Bay****Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 163.43



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

## FY23-24 CalOps North Bay

## Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 163.43

|   | Jul-23          | Aug-23         | Sep-23        | Oct-23         | Nov-23         | Dec-23           | Jan-24         | Feb-24           | Mar-24         | Apr-24         | May-24         | Jun-24         | Year-End<br>Accruals | Annual<br>Forecast | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|-----------------|----------------|---------------|----------------|----------------|------------------|----------------|------------------|----------------|----------------|----------------|----------------|----------------------|--------------------|--------------------------|-------------------------|
| <b>Subagreement Services</b>                |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      |                    |                          |                         |
| 5102 Special Education                      | -               | -              | 480           | 2,905          | 14,623         | 13,768           | 9,175          | 24,970           | 16,853         | 26,370         | 26,370         | 26,370         | -                    | 161,883            | 138,300                  | (23,583)                |
| 5103 Substitute Teacher                     | -               | -              | -             | -              | -              | 1,429            | -              | 1,754            | 333            | 416            | -              | -              | -                    | 3,931              | -                        | (3,931)                 |
| 5105 Security                               | -               | -              | -             | -              | -              | -                | -              | -                | -              | 1,657          | -              | -              | -                    | 1,657              | -                        | (1,657)                 |
| 5106 Other Educational Consultants          | -               | 39             | -             | 7              | 24             | 8,197            | 3,721          | 4,922            | 2,955          | 1,973          | 2,200          | 2,200          | 62,999               | 89,237             | 70,825                   | (18,411)                |
| 5107 Instructional Services                 | -               | -              | -             | -              | -              | 2,827            | -              | 1,693            | 1,243          | 823            | 2,911          | 2,911          | -                    | 12,409             | 34,934                   | 22,525                  |
|   | -               | 39             | 480           | 2,912          | 14,647         | 26,221           | 12,895         | 33,339           | 21,384         | 31,239         | 31,481         | 31,481         | 62,999               | 269,117            | 244,059                  | (25,057)                |
| <b>Operations and Housekeeping</b>          |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      |                    |                          |                         |
| 5201 Auto and Travel                        | -               | -              | -             | -              | -              | 12               | 52             | 3,223            | 203            | 1,481          | 411            | 411            | -                    | 5,794              | 15,700                   | 9,906                   |
| 5300 Dues & Memberships                     | -               | 438            | 1,190         | 14             | -              | 2,380            | -              | 307              | -              | 9              | 350            | 350            | -                    | 5,038              | 3,600                    | (1,438)                 |
| 5400 Insurance                              | -               | -              | 193           | 341            | -              | 1,553            | 312            | 312              | 312            | -              | 25             | 25             | -                    | 3,072              | 200                      | (2,872)                 |
| 5501 Utilities                              | -               | -              | -             | -              | -              | -                | -              | 5                | -              | -              | -              | -              | -                    | 5                  | -                        | (5)                     |
| 5502 Janitorial Services                    | -               | -              | -             | -              | -              | -                | -              | -                | -              | -              | 142            | 142            | -                    | 283                | 1,500                    | 1,217                   |
| 5900 Communications                         | -               | -              | 34            | 38             | 42             | 66               | 100            | 491              | 77             | 42             | 100            | 100            | -                    | 1,090              | 20,500                   | 19,410                  |
| 5901 Postage and Shipping                   | -               | -              | -             | -              | 4              | 2,361            | 0              | 1,561            | 1,055          | 679            | 54             | 54             | -                    | 5,769              | 652                      | (5,117)                 |
|   | -               | 438            | 1,417         | 393            | 46             | 6,372            | 464            | 5,899            | 1,647          | 2,211          | 1,082          | 1,082          | -                    | 21,050             | 42,152                   | 21,102                  |
| <b>Facilities, Repairs and Other Leases</b> |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      |                    |                          |                         |
| 5601 Rent                                   | -               | -              | -             | -              | -              | 1,292            | -              | -                | -              | -              | 1,365          | 1,365          | -                    | 4,021              | 13,777                   | 9,756                   |
| 5602 Additional Rent                        | -               | -              | 114           | -              | -              | 422              | (114)          | 230              | 75             | 1,562          | 37             | 37             | -                    | 2,362              | 441                      | (1,921)                 |
| 5603 Equipment Leases                       | -               | -              | -             | -              | -              | -                | -              | 4,746            | -              | -              | 40             | 40             | -                    | 4,826              | 482                      | (4,344)                 |
| 5604 Other Leases                           | -               | -              | -             | -              | -              | -                | 114            | -                | -              | -              | -              | -              | -                    | 114                | -                        | (114)                   |
| 5610 Repairs and Maintenance                | -               | -              | -             | -              | -              | 143              | -              | 80               | -              | -              | -              | -              | -                    | 223                | -                        | (223)                   |
|   | -               | -              | 114           | -              | -              | 1,857            | -              | 5,056            | 75             | 1,562          | 1,442          | 1,442          | -                    | 11,547             | 14,700                   | 3,153                   |
| <b>Professional/Consulting Services</b>     |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      |                    |                          |                         |
| 5801 IT                                     | -               | -              | -             | -              | -              | 35,857           | (103)          | 21,948           | 16,221         | 14,581         | 14,581         | 14,581         | -                    | 117,666            | 8,000                    | (109,666)               |
| 5802 Audit & Taxes                          | -               | -              | 8             | 88             | 62             | 4,659            | -              | -                | 617            | 7,492          | -              | -              | -                    | 12,927             | 1,165                    | (11,762)                |
| 5803 Legal                                  | -               | -              | 82            | 391            | 174            | 638              | 31             | 678              | 46             | 835            | 554            | 554            | -                    | 3,983              | 6,648                    | 2,665                   |
| 5804 Professional Development               | -               | -              | 720           | 240            | 537            | 3,333            | 2              | 10,475           | 1,683          | 2,383          | 1,537          | 1,537          | -                    | 22,448             | 18,445                   | (4,003)                 |
| 5805 General Consulting                     | -               | 1              | 491           | 655            | 483            | 109,803          | 424            | 35,973           | 3,243          | 3,361          | 3,361          | 3,361          | (69,043)             | 92,111             | 146,296                  | 54,186                  |
| 5807 Bank Charges                           | -               | -              | 25            | -              | -              | 4                | -              | -                | -              | 4              | 83             | 83             | -                    | 200                | 1,000                    | 800                     |
| 5808 Printing                               | -               | -              | -             | -              | -              | -                | -              | 57               | -              | -              | -              | -              | -                    | 57                 | -                        | (57)                    |
| 5809 Other taxes and fees                   | -               | 5              | 10            | 0              | 8              | 9                | 1              | 3,594            | 1,803          | (5,279)        | 717            | 717            | -                    | 1,585              | 8,600                    | 7,015                   |
| 5810 Payroll Service Fee                    | -               | -              | -             | -              | -              | 17,070           | -              | 12,244           | 4,949          | 5,632          | 5,632          | 5,632          | -                    | 51,159             | -                        | (51,159)                |
| 5811 Management Fee                         | -               | 1,558          | 779           | 783            | 777            | 787              | 2,044          | 1,886            | 2,039          | 1,996          | 904            | 904            | -                    | 14,457             | 9,350                    | (5,107)                 |
| 5812 District Oversight Fee                 | -               | -              | -             | -              | -              | -                | -              | -                | -              | -              | 2,110          | 2,031          | 16,697               | 20,837             | 17,599                   | (3,239)                 |
| 5814 SPED Encroachment                      | 88              | 88             | 159           | -              | 318            | -                | 318            | -                | 402            | -              | 379            | 379            | 2,797                | 4,927              | -                        | (4,927)                 |
| 5815 Public Relations/Recruitment           | -               | 944            | 842           | -              | 592            | 7,808            | 798            | 4,435            | 2,251          | 2,606          | 1,646          | 1,646          | -                    | 23,567             | 19,747                   | (3,820)                 |
|   | 88              | 2,596          | 3,116         | 2,156          | 3,356          | 179,967          | 3,515          | 92,846           | 33,254         | 33,316         | 30,671         | 30,592         | (49,549)             | 365,922            | 236,850                  | (129,072)               |
| <b>Depreciation</b>                         |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      |                    |                          |                         |
|   | -               | -              | -             | -              | -              | -                | -              | -                | -              | -              | -              | -              | -                    | -                  | -                        | -                       |
| <b>Interest</b>                             |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      |                    |                          |                         |
|   | -               | -              | -             | -              | -              | -                | -              | -                | -              | -              | -              | -              | -                    | -                  | -                        | -                       |
| <b>Total Expenses</b>                       | <b>50,712</b>   | <b>73,549</b>  | <b>71,099</b> | <b>70,998</b>  | <b>105,239</b> | <b>438,826</b>   | <b>122,076</b> | <b>341,909</b>   | <b>146,253</b> | <b>182,214</b> | <b>220,406</b> | <b>220,327</b> | <b>331,086</b>       | <b>2,374,693</b>   | <b>1,918,724</b>         | <b>(455,969)</b>        |
| <b>Monthly Surplus (Deficit)</b>            | <b>(42,931)</b> | <b>(7,726)</b> | <b>37,217</b> | <b>127,089</b> | <b>117,859</b> | <b>(280,799)</b> | <b>128,356</b> | <b>(227,342)</b> | <b>51,578</b>  | <b>2,819</b>   | <b>3,918</b>   | <b>(3,899)</b> | <b>198,787</b>       | <b>104,925</b>     | <b>162,448</b>           | <b>(57,523)</b>         |
|   |                 |                |               |                |                |                  |                |                  |                |                |                |                |                      | 4.2%               |                          |                         |



**FY23-24 CalOps North Bay****Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 163.43

**Cash Flow Adjustments**

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

## FY23-24 CalOps Monterey Bay

### Monthly Cash Flow/Budget FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 560.37

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

## FY23-24 CalOps Monterey Bay

### Monthly Cash Flow/Budget FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 560.37

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

## FY23-24 CalOps Monterey Bay

### Monthly Cash Flow/Budget FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 560.37

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Deferred Revenue

Other Liabilities

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

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

**FY23-24 CalOps Central Coast****Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 134.92



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

## FY23-24 CalOps Central Coast

### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 134.92

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

## FY23-24 CalOps Central Coast

### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 134.92

#### Cash Flow Adjustments

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

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

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



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

## Central Valley

## Budget vs Actual

For the period ended April 30, 2024

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

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

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

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

**North Bay****Budget vs Actual****For the period ended April 30, 2024**

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

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

**Monterey Bay****Budget vs Actual****For the period ended April 30, 2024**

|   | Current Period |                |                 | Current Year     |                  |                  | Total Annual     |
|---|----------------|----------------|-----------------|------------------|------------------|------------------|------------------|
|   | Actual         | Budget         | Variance        | Actual           | Budget           | Variance         | Budget           |
| <b>Revenue</b>  |                |                |                 |                  |                  |                  |                  |
| State Aid - Revenue Limit                                 |                |                |                 |                  |                  |                  |                  |
| LCFF Revenue  | \$ 344,521     | \$ 260,765     | \$ 83,756       | \$ 2,234,231     | \$ 2,087,708     | \$ 146,523       | \$ 2,870,004     |
| Economic Protection Account Funding                       | 38,166         | 23,091         | 15,075          | 83,987           | 69,273           | 14,714           | 92,363           |
| State Aid - Prior Year                                    | (13,794)       | 0              | (13,794)        | (27,588)         | 0                | (27,588)         | 0                |
| In Lieu of Property Taxes                                 | 0              | 190,352        | (190,352)       | 1,600,000        | 2,119,261        | (519,261)        | 2,690,318        |
| Total State Aid - Revenue Limit                           | 368,893        | 474,208        | (105,315)       | 3,890,630        | 4,276,242        | (385,612)        | 5,652,685        |
| Federal Revenue   |                |                |                 |                  |                  |                  |                  |
| Federal Special Education - IDEA                          | 0              | 5,245          | (5,245)         | 0                | 41,991           | (41,991)         | 57,727           |
| Federal - Prior Year Adjustments                          | 5,816          | 0              | 5,816           | 5,816            | 0                | 5,816            | 0                |
| Total Federal Revenue                                     | 5,816          | 5,245          | 571             | 5,816            | 41,991           | (36,175)         | 57,727           |
| Other State Revenue                                       |                |                |                 |                  |                  |                  |                  |
| State Special Education - AB602                           | 0              | 37,235         | (37,235)        | 373,444          | 298,109          | 75,335           | 409,815          |
| State - Mandated Cost Reimbursement                       | 0              | 0              | 0               | 16,770           | 16,734           | 36               | 16,733           |
| State - State Lottery                                     | 36,846         | 27,149         | 9,696           | 78,100           | 54,298           | 23,802           | 109,450          |
| Prior Year Revenues                                       | 45,719         | 0              | 45,720          | 66,671           | 0                | 66,672           | 0                |
| State - Other State Revenue                               | 4,849          | 2,078          | 2,771           | 30,091           | 16,856           | 13,234           | 23,091           |
| Total Other State Revenue                                 | 87,414         | 66,462         | 20,952          | 565,076          | 385,997          | 179,079          | 559,089          |
| Other Local Revenue                                       |                |                |                 |                  |                  |                  |                  |
| Interest Revenue  | 2,279          | 0              | 2,279           | 12,565           | 0                | 12,565           | 0                |
| Total Other Local Revenue                                 | 2,279          | 0              | 2,279           | 12,565           | 0                | 12,565           | 0                |
| <b>Total Revenue</b>                                      | <b>464,402</b> | <b>545,915</b> | <b>(81,513)</b> | <b>4,474,087</b> | <b>4,704,230</b> | <b>(230,143)</b> | <b>6,269,501</b> |
| <b>Expenses</b>   |                |                |                 |                  |                  |                  |                  |
| Certificated Salaries                                     |                |                |                 |                  |                  |                  |                  |
| Certificated Teachers' Salaries                           | 147,117        | 121,640        | 25,476          | 1,466,978        | 1,216,405        | 250,574          | 1,751,622        |
| Certificated Teachers' Extra Duties/Stipends              | 0              | 48             | (47)            | 0                | 475              | (475)            | 684              |
| Certificated Pupil Support Salaries                       | 16,298         | 9,369          | 6,929           | 139,567          | 93,695           | 45,872           | 134,921          |
| Certificated Supervisors' and Administrators' Salaries    | 18,253         | 15,470         | 2,784           | 170,005          | 154,694          | 15,310           | 222,760          |
| Total Certificated Salaries                               | 181,668        | 146,527        | 35,142          | 1,776,550        | 1,465,269        | 311,281          | 2,109,987        |
| Classified Salaries                                       |                |                |                 |                  |                  |                  |                  |
| Classified Instructional Salaries                         | 0              | 301            | (301)           | 2,476            | 3,006            | (530)            | 4,329            |
| Classified Support Salaries                               | 557            | 481            | 75              | 5,625            | 4,816            | 809              | 6,935            |
| Classified Supervisors' and Administrators' Salaries      | 8,855          | 2,254          | 6,601           | 42,900           | 22,535           | 20,366           | 32,450           |
| Clerical, Technical, and Office Staff Salaries            | 1,798          | 405            | 1,393           | 10,265           | 4,051            | 6,213            | 5,833            |
| Total Classified Salaries                                 | 11,210         | 3,441          | 7,768           | 61,266           | 34,408           | 26,858           | 49,547           |
| Benefits  |                |                |                 |                  |                  |                  |                  |
| State Teachers' Retirement System, certificated positions | 0              | 23,322         | (23,322)        | (10,280)         | 233,222          | (243,501)        | 279,867          |
| OASDI/Medicare/Alternative, certificated positions        | 1,151          | 178            | 973             | 9,780            | 1,777            | 8,002            | 2,133            |
| Medicare certificated positions                           | 2,668          | 1,812          | 856             | 25,338           | 18,122           | 7,216            | 21,745           |
| Health and Welfare Benefits, certificated positions       | 57,401         | 41,990         | 15,412          | 612,907          | 419,900          | 193,007          | 503,880          |
| State Unemployment Insurance, certificated positions      | 241            | 6,220          | (5,979)         | 7,031            | 111,956          | (104,925)        | 124,396          |
| Workers' Compensation Insurance, certificated positions   | 0              | 1,749          | (1,750)         | 7,488            | 17,496           | (10,008)         | 20,996           |
| Total Benefits  | 61,461         | 75,271         | (13,810)        | 652,264          | 802,473          | (150,209)        | 953,017          |
| Books & Supplies  |                |                |                 |                  |                  |                  |                  |
| Textbooks and Core Curricula Materials                    | 1,167          | 2,567          | (1,400)         | 53,393           | 25,667           | 27,726           | 30,800           |
| Books and Other Reference Materials                       | 65,366         | 57,640         | 7,726           | 518,673          | 576,398          | (57,725)         | 691,678          |
| School Supplies   | 17,506         | 4,740          | 12,766          | 25,658           | 47,401           | (21,743)         | 56,881           |
| Software  | 41,375         | 25,841         | 15,534          | 447,259          | 258,413          | 188,846          | 310,096          |
| Office Expense  | 94             | 901            | (807)           | 11,610           | 9,006            | 2,604            | 10,807           |
| Business Meals  | 885            | 1,208          | (322)           | 1,458            | 12,082           | (10,624)         | 14,499           |
| Noncapitalized Equipment                                  | 234            | 14,021         | (13,788)        | 35,656           | 140,214          | (104,558)        | 168,256          |
| Total Books & Supplies                                    | 126,627        | 106,918        | 19,709          | 1,093,707        | 1,069,181        | 24,526           | 1,283,017        |
| Subagreement Services                                     |                |                |                 |                  |                  |                  |                  |
| Special Education   | 102,022        | 33,592         | 68,430          | 419,369          | 335,917          | 83,453           | 403,100          |
| Substitute Teacher  | 1,467          | 0              | 1,467           | 13,863           | 0                | 13,862           | 0                |
| Other Educational Consultants                             | 8,034          | 37,981         | (29,946)        | 73,797           | 379,807          | (306,010)        | 455,769          |
| Instructional Services                                    | 2,544          | 0              | 2,543           | 20,160           | 0                | 20,160           | 0                |
| Total Subagreement Services                               | 114,067        | 71,573         | 42,494          | 527,189          | 715,724          | (188,535)        | 858,869          |
| Professional/Consulting Services                          |                |                |                 |                  |                  |                  |                  |
| IT  | 36,552         | 6,135          | 30,417          | 239,247          | 61,356           | 177,892          | 73,627           |
| Audit and Tax   | 21,246         | 0              | 21,246          | 43,660           | 3,913            | 39,746           | 3,913            |
| Legal   | 996            | 1,862          | (866)           | 5,447            | 18,617           | (13,171)         | 22,341           |
| Professional Development                                  | 4,870          | 5,165          | (295)           | 66,178           | 51,653           | 14,526           | 61,983           |
| General Consulting  | 11,063         | 22,479         | (11,417)        | 327,396          | 224,791          | 102,606          | 269,749          |
| Special Activities  | 372            | 0              | 373             | 7,212            | 0                | 7,211            | 0                |
| Bank Charges  | 0              | 36             | (36)            | 0                | 358              | (358)            | 430              |
| Printing  | 0              | 0              | 0               | 199              | 0                | 199              | 0                |
| Other Taxes and Fees                                      | (14,934)       | 2,140          | (17,074)        | 463              | 21,394           | (20,931)         | 25,673           |
| Payroll Service Fee                                       | 19,860         | 0              | 19,861          | 140,683          | 0                | 140,683          | 0                |
| Management Fee  | 7,041          | 2,612          | 4,428           | 41,904           | 26,125           | 15,779           | 31,350           |
| District Oversight Fee                                    | 0              | 4,511          | (4,511)         | 57,528           | 42,763           | 14,766           | 56,526           |
| SELPA Fees  | 0              | 0              | 0               | 4,689            | 0                | 4,689            | 0                |
| Public Relations  | 9,069          | 4,832          | 4,236           | 71,407           | 48,322           | 23,084           | 57,987           |
| Total Professional/Consulting Services                    | 96,135         | 49,772         | 46,362          | 1,006,013        | 499,292          | 506,721          | 603,579          |

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

| Vendor Name                       | Invoice/Credit Number | Date Due   | Current         | 1 - 30 Days<br>Past Due | 31 - 60 Days<br>Past Due | 61 - 90 Days<br>Past Due | Over 90 Days<br>Past Due | Total           |
|-----------------------------------|-----------------------|------------|-----------------|-------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| Capturing Kids Hearts             | 76340                 | 05/22/2024 | \$ 294          | \$ -                    | \$ -                     | \$ -                     | \$ -                     | \$ 294          |
| Elizabeth Shannon                 | SHAN042924            | 04/29/2024 | -               | 6                       | -                        | -                        | -                        | 6               |
| Elizabeth Shannon                 | SHAN042924            | 04/29/2024 | -               | 8                       | -                        | -                        | -                        | 8               |
| Erin Wittenberg                   | WITT042324            | 04/23/2024 | -               | 2                       | -                        | -                        | -                        | 2               |
| Gina Glaze                        | GLAZ042324            | 05/23/2024 | 6               | -                       | -                        | -                        | -                        | 6               |
| Melissa Kolbeck                   | KOLB041824            | 04/18/2024 | -               | 2                       | -                        | -                        | -                        | 2               |
| Mindy Hall                        | HALL041924            | 04/19/2024 | -               | 5                       | -                        | -                        | -                        | 5               |
| PC Connection Sales Corp          | 75214968              | 05/19/2024 | 1,438           | -                       | -                        | -                        | -                        | 1,438           |
| PC Connection Sales Corp          | 75233559              | 05/25/2024 | (0)             | -                       | -                        | -                        | -                        | (0)             |
| PC Connection Sales Corp          | 75238416              | 05/26/2024 | (0)             | -                       | -                        | -                        | -                        | (0)             |
| Rachel Lee                        | LEEX042224            | 04/22/2024 | -               | 3                       | -                        | -                        | -                        | 3               |
| Rachel Lee                        | LEEX042224            | 04/22/2024 | -               | 2                       | -                        | -                        | -                        | 2               |
| Sherri Rempe                      | REMP041924            | 04/19/2024 | -               | 5                       | -                        | -                        | -                        | 5               |
| Sherri Rempe                      | REMP041924            | 04/19/2024 | -               | 18                      | -                        | -                        | -                        | 18              |
|                                   |                       |            | -               | -                       | -                        | -                        | -                        | -               |
|                                   |                       |            | -               | -                       | -                        | -                        | -                        | -               |
|                                   |                       |            | -               | -                       | -                        | -                        | -                        | -               |
|                                   |                       |            | -               | -                       | -                        | -                        | -                        | -               |
|                                   |                       |            | -               | -                       | -                        | -                        | -                        | -               |
|                                   |                       |            | -               | -                       | -                        | -                        | -                        | -               |
| <b>Total Outstanding Invoices</b> |                       |            | <b>\$ 1,737</b> | <b>\$ 50</b>            | <b>\$ -</b>              | <b>\$ -</b>              | <b>\$ -</b>              | <b>\$ 1,787</b> |

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

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

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

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

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

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

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

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



# Coversheet

## Student Achievement Update

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

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

# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

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

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

### Introduction

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

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

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

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

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

### Instructions

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

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



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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

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

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

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

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

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

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

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

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

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

### Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

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

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

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

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

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

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

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

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

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

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

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

**1. Strengths:**

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

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

**2. Needs:**

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

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

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

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



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

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

#### Enhancing Student Engagement:

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

#### Improving College and Career Readiness:

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

#### Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school.

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

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

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

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

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

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

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



# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

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

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

### Introduction

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

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

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

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

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

### Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

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



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

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

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

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

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

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

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

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

### Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

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

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

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

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

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

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

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

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

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

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

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

**1. Strengths:**

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

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

**2. Needs:**

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

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

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

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

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

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

#### Enhancing Student Engagement:

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

#### Improving College and Career Readiness:

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

#### Continued Emphasis on Positive Relationships:

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

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

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

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

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

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



third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school.

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

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

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

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

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

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

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

# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

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

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

### Introduction

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

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

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

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

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

### Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

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

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

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

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

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

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

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

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

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

### Section 2: Building Partnerships for Student Outcomes

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

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

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

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

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

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

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

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

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

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

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

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

**1. Strengths:**

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

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

**2. Needs:**

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

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

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

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

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

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

#### Enhancing Student Engagement:

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

#### Improving College and Career Readiness:

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

#### Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school.

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

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

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

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

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

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

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



# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

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

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

### Introduction

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

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

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

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

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

### Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

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

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

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

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

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

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

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

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

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

### Section 2: Building Partnerships for Student Outcomes

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

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

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

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

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

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

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

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

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

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

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

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

**1. Strengths:**

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

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

**2. Needs:**

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

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

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

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

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

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

#### Enhancing Student Engagement:

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

#### Improving College and Career Readiness:

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

#### Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

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

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

### Introduction

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

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

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

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

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

### Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

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

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

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

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

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

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

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

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

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

### Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

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

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



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

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

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

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

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

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

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

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

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

**1. Strengths:**

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

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

**2. Needs:**

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

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

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

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

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

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

#### Enhancing Student Engagement:

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

#### Improving College and Career Readiness:

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

#### Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school.

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

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

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

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

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

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

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

# 2024-25 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Local Indicators

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.



# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 21-22         | 52.1               | 89.8  | 6.1          | .4     | 1.1         | .5         | 0       | 0   |

| Access to Instructional Materials  | Number | Percent |
|--|--------|---------|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0      | 0       |

| Facility Conditions  | Number |
|--|--------|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0      |



## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | 4 |   |
| ELD (Aligned to ELA Standards)                            |   |   |   | 4 |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | 4 |   |
| Next Generation Science Standards                         |   |   |   | 4 |   |
| History-Social Science                                    |   |   |   | 4 |   |

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   |   | 5 |
| ELD (Aligned to ELA Standards)                            |   |   |   | 4 |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | 4 |   |
| Next Generation Science Standards                         |   |   |   | 4 |   |
| History-Social Science                                    |   |   |   | 4 |   |

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | 4 |   |
| ELD (Aligned to ELA Standards)                            |   |   |   | 4 |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | 4 |   |
| Next Generation Science Standards                         |   |   |   | 4 |   |
| History-Social Science                                    |   |   |   | 4 |   |

**Other Adopted Academic Standards**

**4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards                         | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Career Technical Education                 |   |   |   | 4 |   |
| Health Education Content Standards         |   |   |   | 4 |   |
| Physical Education Model Content Standards |   |   |   | 4 |   |
| Visual and Performing Arts                 |   |   |   | 4 |   |
| World Language                             |   |   |   | 4 |   |

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole |   |   |   |   | 5 |
| Identifying the professional learning needs of individual teachers                    |   |   |   | 4 |   |
| Providing support for teachers on the standards they have not yet mastered            |   |   |   |   | 5 |

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

- Building Relationships between School Staff and Families
- Building Partnerships for Student Outcomes
- Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices   | Rating Scale Number |
|---|---------------------|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4                   |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community.  | 5                   |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.   | 4                   |

| Practices  | Rating Scale Number |
|--|---------------------|
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4                   |

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

### Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices   | Rating Scale Number |
|---|---------------------|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.   | 4                   |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.  | 4                   |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5                   |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.   | 4                   |

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices   | Rating Scale Number |
|---|---------------------|
| 1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.  | 4                   |
| 2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.  | 4                   |
| 3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.            | 4                   |
| 4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 4                   |

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:



**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.



**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

#### Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

#### Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

#### Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in-house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school.

Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

## Coversheet

### Approval of Minutes from the May 07, 2024 Board Meeting (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items   |
| <b>Item:</b>             | A. Approval of Minutes from the May 07, 2024 Board Meeting (attached) |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | 2024_05_07_board_meeting_minutes (2).pdf                              |

DRAFT



## California Online Public Schools

# California Online Public Schools

## Minutes

### California Online Public Schools (CalOPS) Board Meeting

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#### Date and Time

Tuesday May 7, 2024 at 3:30 PM

#### Location

CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366  
CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675  
23091 Arden Street, Lake Forest, CA 92630  
1201 Cara Road, Dinuba, CA 93618  
8422 Madison Avenue, Fair Oaks, CA 95628  
3753 W. Norberry Street, Lancaster, CA 93536  
32946 Calle San Marcos, San Juan Capistrano, 92675  
9423 Reseda Blvd. Apt# 230, Northridge, CA 91324  
1608 Lake Street, Calistoga, CA 94515

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#### Join Zoom Meeting

<https://zoom.us/j/93762840563>

Meeting ID: 937 6284 0563

Dial In: +1 (669) 444-9171 ext. 93762840563# US

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This meeting is open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at [www.californiaops.org/governance](http://www.californiaops.org/governance) or contact the school offices: Bernie Jamero (NorCal) or Eva McGahey (SoCal) at (800) 906-6179 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

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### **Directors Present**

A. Pulsipher (remote), B. Hartelt (remote), D. Rivas (remote), E. Pavlich, E. Wickliffe (remote), M. Henjum (remote), P. Hedrick (remote)

### **Directors Absent**

*None*

### **Directors who arrived after the meeting opened**

E. Wickliffe, P. Hedrick

### **Guests Present**

A. Larsen (remote), Amy Phillips (remote), D. Hertzler (remote), E. McGahey, H. Tamayo (remote), J. Colombero (remote), Jen Brunner, K. Eng (remote), L. Carter (remote), L. Dombek (remote), L. Johnson (remote), Lauren Weed, M. Percin (remote), M. White (remote), Member of the Public (remote), R. Dreifus, R. Romero (remote), R. Savage (remote), S. Ford (remote), Tiffany Carrasco (remote), V. Acosta

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## **I. Opening Items**

### **A. Call the Meeting to Order**

E. Pavlich called a meeting of the board of directors of California Online Public Schools to order on Tuesday May 7, 2024 at 3:31 PM.

### **B. Roll Call**

CalOPS Staff

Ashley Larsen - CalOPS Administrative Assistant

Amy Phillips - CalOPS High School Assistant Principal

Dan Hertzler - CalOPS Director of Business Services

Eva McGahey - CalOPS Administrative Assistant - SoCal Office

Heather Tamayo - CalOPS Middle School Principal

Jen Brunner - CalOPS High School Assistant Principal - SoCal Office

Julie Colombero - CalOPS Director of California Family Outreach

LaChelle Carter - CalOPS Director of Financial Services

Lauren Weed - CalOPS High School Assistant Principal - SoCal Office

Leslie Dombek - CalOPS Director of Student Achievement

Marcus White - CalOPS Elementary School Principal

Richard Savage - CalOPS Superintendent

Richie Romero - CalOPS Deputy Superintendent

Ryan Dreifus - CalOPS Assistant Director of Human Resources - SoCal Office

Stephen Ford - CalOPS Assistant Superintendent of Human Resources

Tiffany Carrasco - CalOPS Assistant Director of Finance

Viridiana Acosta - CalOPS Executive Assistant - NorCal Office

**Contracted Staff**

Kate Eng - Charter Impact Director of Client Finance

Laura Johnson - PVS School Success Partner

Matt Percin - Charter Impact Director of Client Finance

1 member of the public

**C. Approval of Agenda**

M. Henjum made a motion to approve the agenda.

D. Rivas seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

E. Pavlich Aye

B. Hartelt Aye

P. Hedrick Absent

M. Henjum Aye

D. Rivas Aye

A. Pulsipher Aye

E. Wickliffe Absent

**II. Public Comment**

**A. Public Comment**

The Board welcomes participation by the members of the public both in person and telephonically. For anyone attending this meeting in person at one of the District Office locations, the desire to address the Board should be submitted prior to the meeting to either the Board Chair or staff member present. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. To view the Board Public Comment Policy, visit the CalOPS Governance Page at [www.californiaops.org/governance](http://www.californiaops.org/governance).

No member of the public chose to speak.

**III. Public Hearing**

**A. CalOPS LCAP (and CSI) Plan Input (attached)**

L. Dombek welcomes the public to make comment or ask questions about the 6 CalOPS Draft LCAPs. CalOPS North Bay, Northern California and Southern California also include a CSI Plan.

No member of the public stepped forward to speak so the LCAPs (and CSIs) will be brought to the CalOPS Board next month for approval.

#### **IV. Oral Reports**

##### **A. Superintendent's Report**

R. Savage updates on graduations plans and end of year activities. Currently in the middle of state testing with only minor issues, all is going well. Great participation numbers for week 1 and plans to keep with that trend. Upcoming, there are the NorCal, Central and SoCal festivals. Graduations are also upcoming with a ceremony in NorCal and SoCal.

ELT retreat occurred earlier in Napa Valley. Great discussions and work occurred in addition to team building with several activities. Surveys were completed to help make decisions.

Curriculum and training is moving along well. L. Dombek will have more on this with her oral report. Currently making plans for Fall and supporting staff. Decision has been made to extend Back to School meetings by one day. Monday will be the travel day this year and BTS will occur Tuesday-Friday in comparison to Wednesday-Friday in the past.

Regarding Authorizing districts, there is a new board member for Middletown Unified. Additionally, J. Colombero and R. Romero were able to represent CalOPS at the CAPO Board Meeting where our organizational name change was officially recognized for the SoCal Charter.

Superintendents are attending LRP Special Education Conference this week. There have been plenty of insights provided and their legal presentations have been useful for developing further knowledge. Superintendents have been going over the data from surveys to plan changes for improving efficiency and productivity.

E. Pavlich asks about any considerations being made regarding safety and security of families at end of year events with the current unrest.

R. Savage confirms that he has met with the head of security and discussed the potential for unrest. This same security team will be requested for this year. Security will be armed at events due to rules and regulations. Staff will get reports on the status of event sites the week before each event is set to occur.

##### **B. Principals' Report (attached)**

M. White notes staff excitement for state testing and interactions with students and families. Grade levels have been doing a great job of supporting fellow teachers and



inviting students to their lessons when their teacher is on site for state testing. Lots of appreciation expressed for amazing staff.

H. Tamayo agrees with M. White and mentions the community teachers are creating with their students to support state testing and maintaining routines in their education. Middle School is hard at work preparing for their transition to the homeroom model. Teachers are also focusing on helping STs and families to get registered for CalOPS during this testing season.

A. Phillips echoes the sentiments with state testing, and staff enjoying connecting with students each week. AP exams have also begun this week. Kudos to C. Kwan as AP coordinator, her work and preparation has been vital to the success of this exam administration. Summer school is in the works. ITRs also a big deal, about 68% of students registered as of last week.

P. Hedrick arrived at 3:53 PM.

### **C. Charter Impact Financial Report for CalOPS**

K. Eng presents the March update, actuals through the month of March and then projection estimates moving forward. Highlights are as follows:

- Attendance: 39 less ADA (-0.5%) - P2 ADA locked
- Revenues: -\$370K, led by 39 less ADA
- Expenses: \$740K, driven by PVS catch up invoices
- Surplus: \$8M total; -\$1.1M
- Fund Balance: \$32.3M
- Cash: \$47.6M as of 3/31, +\$6.1M

Some changes in this months report when compared with prior forecasts are explained by catch up payments and P2 ADA being in and locked at 8285.

### **D. Policy, Compliance, and State Accountability Report**

D. Hertzler touches on enrollment and mentions the Intent to Return (ITR) forms with students. Working to support current families with re-enrollment and also with J. Colombero's team in marketing to push for new family enrollment. Current projections are above our original goal for new families (>800) and just shy of the goal for ITRs.

Paying close attention to two bills, SB 1380 and AB 2254. The former would impose more regulations surrounding charter renewals, material revisions, etc. The latter would change the requirements regarding performance data and would provide a more comprehensive understanding of ST performance and growth data. Meeting with B. Jones next week to get further updates.

E. Pavlich inquires about the ITRs. Is it possible to do an end of year survey including the ITRs to streamline things?

D. Hertzler states that hasn't been considered yet, but ParentSquare has been a new resource for communications with families. This has been great for sending surveys as well as back and forth comms, and Webmails are still being utilized to keep communication thorough. It's a good idea and will be considered moving forward as we modify communications with families.

E. Wickliffe arrived at 4:07 PM.

## **E. Student Achievement Update**

L. Dombek starts off on state testing and shares the data from Weeks 1 and 2. 44% completed ELA, 44% completed Math, 37% completed CAST (Science). This is almost halfway through testing season, so these numbers are very promising. By grade school level, Elementary is 42% complete, Middle is 47% complete and High is 32% complete. Only 2 no shows for the Saturday testing site, telling CalOPS that these sites are a great option for families. 1530 ELA, 1552 Math, 823 Science tests complete.

L. Dombek presents on the SET data for 23/24 Quarter 3.

### **1. Academic:**

- Schoolwide PLCs: PLC SMART Goal Data Q3 23/24
  - 38.2% of SMART goals were met.
- Math PLCs:
  - 28% of SMART goals were met.

Not quite hitting the target for this goal. PLCs are discussing how to better curate goals to ensure success and enhancing specificity with these goals.

### **2. Engagement:**

- Q3 23/24
  - School Wide: 97.3%
  - Elementary: 99.7%
  - Middle: 93.6%
  - High: 98.7%

This data is Feb-Apr and shows that goals are being met and surpassed.

- Diagnostic 2 Participation
  - i-Ready Reading 98%
  - i-Ready Math 98%
  - MAP Reading 96%
  - MAP Math 96%

This data is great to show participation and student achievement. If AB 2254 is passed, this data could supplement the state testing numbers to show family engagement and student participation with testing. From D2 to D3, 67.5% growth seen in grades K-8 and 48.1% improved their placement.

### 3. Grad Rate:

- 84% of students are 0 credits when tracking credits earned and being attempted
- 67.4% of students are considered on track when only looking at the credits earned in comparison to where they should be
  - This is okay, but shows we must continue efforts to support students through the end of the year
- Project Success
  - Highest Q3 pass rate to date!
  - Highest number of courses passed in Q3 at 206
  - Project Success Q3 Pass Rate: 96%
  - CHAMPS:
    - Keeping conversations flowing to ensure kids are on track for graduation
    - This allows staff to provide additional support to those that are credit deficient and no students are unaware of their status
  - Implementing 'Q5' this year (6/12-6/20) for select PS students to finish out courses and earn needed credits
- Summer school starting July 2024

## V. Discussion

### A. Potential Board Member Stipend

D. Hertzler notes that a Board Member Stipend was brought to attention by A. Pulsipher as a potential incentive to encourage quorum.

This item leads into next item on agenda of reviewing CalOPS Board Bylaws. D. Hertzler opens the floor for the board to make comments, ask questions, and voice opinions.

A. Pulsipher notes that he does not hope to make a profit off this, but rather hopes that it would encourage quorum for future meetings. E. Wickliffe seconds A. Pulsipher's sentiments. D. Rivas agrees that she is here in service to support the alternative to a brick and mortar. She is unsure about receiving monetary compensation, but agrees that monetary investment produces results.

M. Henjum asks R. Savage for input. R. Savage can see both sides. If the monetary route is taken, it would only be a stipend for members that attend. Any member who does not wish for compensation could potentially take said stipend and donate it to a charity. R. Savage emphasizes the appreciation that this staff and school has for the board and

wants to show that appreciation in a way the board members wish to receive it. M. Henjum asks if it could help with board member recruitment. R. Savage states that recruitment has not been an issue in the past.

E. Pavlich states that she believes the board consists of people who are here to support the CalOPS schools and not who want to make a profit. She does not want to accept a stipend.

M. Henjum says that if the staff sees value in it, he supports moving forward with it, but otherwise thinks time would be better spent helping students.

Consensus is that a stipend may not be the first choice and other options should be explored.

## **B. CalOPS Board Bylaws Review**

D. Hertzler asks about reviewing the bylaws and if the board has any suggestions for them moving forward. Any suggested changes can be discussed with lawyers and implemented.

E. Pavlich asks about term limits and how they will change as the transition becomes official. D. Hertzler confirms that there are no changes because the CalOPS Board is not changing.

D. Hertzler confirms they will be reviewed with the lawyers and brought for approval at the annual board meeting in June.

## **VI. Consent Items**

**A. Approval of Minutes from the April 02, 2024 Board Meeting, Adjourned to April 03, 2024 (attached)**

**B. Ratification of Special Education Service Contracts (attached)**

**C. Approval of Staffing Report (attached)**

**D. Approval of Expenditures over \$20k (attached)**

**E. Approval of Check Registry (attached)**

**F. Approval of Revised 24-25 Academic Calendar (attached)**

**G. Approval of Revised 24-25 Salary Schedule (attached)**

P. Hedrick made a motion to approve the consent agenda, items A-G.

E. Wickliffe seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

M. Henjum Aye

P. Hedrick Aye

D. Rivas Aye

B. Hartelt Aye

E. Pavlich Aye

A. Pulsipher Aye

E. Wickliffe Aye

**VII. Action Items**

**A. Approval of Revised 23-24 CalOPS Board Meeting Schedule (attached)**

M. Henjum made a motion to approve action item A, Revised 23-24 CalOPS Board Meeting Schedule.

P. Hedrick seconded the motion.

D. Hertzler notes that the board meeting schedule has 2 meetings in June and that the Annual Board Meeting for 23-24 would fall on staff Summer Break. This additional meeting has been determined to not be necessary and it is being suggested that it be removed.

The board **VOTED** to approve the motion.

**Roll Call**

D. Rivas Abstain

M. Henjum Aye

E. Pavlich Aye

E. Wickliffe Aye

A. Pulsipher Aye

B. Hartelt Aye

P. Hedrick Aye

**B. Approval of 24-25 CalOPS Board Meeting Schedule (attached)**

D. Hertzler clarifies that this is for the 2024-25 school year and wanted to get thoughts prior to the annual meeting in case changes were required. Currently, meetings will be held the first Tuesday of every month.

After discussion, staff was directed to revise the proposed Board Meeting Schedule to move meetings to 4 pm on the second Tuesday of the month. The revised Board Meeting Schedule for the 2024-25 school year will be brought back for the Board's review and approval at the next meeting.

**C. Approval or Fiscal Control Policy Revision (attached)**

M. Henjum made a motion to approve action item C, Fiscal Control Policy Revision.

E. Wickliffe seconded the motion.

L. Carter explains there was a minor adjustment to the Fiscal Control Policy that removed some language granting PVS authority to oversee financials through accounting and bookkeeping. There is currently some overlap with granting authority to CI and PVS which will be reviewed and revised over summer.

The board **VOTED** to approve the motion.

**Roll Call**

E. Wickliffe Aye

M. Henjum Aye

D. Rivas Aye

A. Pulsipher Aye

B. Hartelt Aye

E. Pavlich Aye

P. Hedrick Aye

**D. Approval of Form 990 (attached)**

A. Pulsipher made a motion to approve action item D, Form 990.

E. Wickliffe seconded the motion.

L. Carter explains that this is an annual tax form prepared by CLA. Requesting approval so it can be submitted before the deadline.

The board **VOTED** to approve the motion.

**Roll Call**

A. Pulsipher Aye

E. Wickliffe Aye

D. Rivas Aye

P. Hedrick Aye

M. Henjum Aye

E. Pavlich Aye

B. Hartelt Aye

**VIII. Closed Session**

**A. CLOSED SESSION**

A. Pulsipher made a motion to move to closed session.

E. Wickliffe seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

A. Pulsipher Aye

M. Henjum Aye

D. Rivas Aye

P. Hedrick Aye

E. Pavlich Aye

B. Hartelt Aye

**Roll Call**

E. Wickliffe Aye

E. Pavlich notes that closed session did not result in any action taken. Discussion was held regarding the following:

Brown Act; California Gov't Code §54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

**IX. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:42 PM.

Respectfully Submitted,

E. Pavlich

# Coversheet

## Ratification of Special Education Service Contracts (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items   |
| <b>Item:</b>             | B. Ratification of Special Education Service Contracts (attached) |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | SPED Contracts for Jun 4 Board Meeting.pdf                        |



| <b>CONTRACT RENEWALS &amp; NEW CONTRACTS</b>  |                                       |
|---|---------------------------------------|
| <b>2024-25 SERVICE PROVIDERS/VENDORS</b>  | <b>Contract Status</b>                |
| <b>TTC4Success (Tasha's Training &amp; Consulting, LLC)</b>                               | FULLY EXECUTED - Renewal<br>4/22/2024 |
| <b>Mindful Neuron Psychological Center, PC</b>  | FULLY EXECUTED - Renewal<br>4/25/2024 |
| <b>CES (Cornerstone Educational Solutions)</b>  | FULLY EXECUTED - Renewal<br>5/10/2024 |
| <b>Milestones Therapy Group, A Professional<br/>Speech-Language Pathology Corporation</b> | FULLY EXECUTED - Renewal<br>5/18/2024 |
| <b>San Joaquin County Office of Education School -<br/>Beyond SST</b>                     | FULLY EXECUTED - New<br>5/20/2024     |

NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

*2024-2025*

# Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

**CALIFORNIA ONLINE PUBLIC SCHOOLS:**

California Online Public Schools Central Coast,  
California Online Public Schools Central Valley,  
California Online Public Schools Monterey Bay,  
California Online Public Schools North Bay,  
California Online Public Schools Northern California,  
California Online Public Schools Southern California

LEA

Contract Year 2024-2025

           Nonpublic School

      X      

Nonpublic Agency

**Type of Contract:**

      X       Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

           Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

           Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:                           

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

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**2024-2025****CONTRACT NUMBER:****LOCAL EDUCATION AGENCY:** California Online Public Schools**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**Tasha's Training and Consulting, LLC (TTC4Success)**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT****GENERAL PROVISIONS****1. MASTER CONTRACT**

This Master Contract (or "Contract") is entered into on August 29, 2024, between California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado SELPA and

Tasha's Training and Consulting, LLC (TTC4Success)

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be



provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing

financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

#### **14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided

in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
 \$ 500,000 fire damage  
 \$ 5,000 medical expenses  
 \$1,000,000 personal & adv. injury  
 \$3,000,000 general aggregate  
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
 \$2,000,000 general aggregate



- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**



CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading

toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## **25. CALENDARS**

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,

service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).



### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

## **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.



### 33. **SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### 34. **DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### 35. **COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### 36. **STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the

California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

#### 42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

##### (OPTIONAL)

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

#### 43. MONITORING

The State Superintendent of Public Instruction (“Superintendent”), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student’s instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### PERSONNEL

#### 44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California



Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

#### **(OPTIONAL)**

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

### **HEALTH AND SAFETY MANDATES**

#### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

#### **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:



disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

#### **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

#### **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was

served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.



CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 29, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

CONTRACTOR

LEA

TTC4SUCCESS

California Online Public Schools

Nonpublic School/Agency

LEA Name

DocuSigned by:  
By: Tasha Arneson 4/22/2024  
Signature Date

DocuSigned by:  
By: LaChelle Carter 4/22/2024  
Signature Date

Tasha Arneson, CEO

LaChelle Carter, Director of Finance

Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

TTC4SUCCESS

LaChelle Carter, Director of Finance

Name and Title  
Tasha Arneson, CEO

Name and Title  
California Online Public Schools

Nonpublic School/Agency/Related Service Provider

LEA

24799 Lincoln Ave

33272 Valle Road

Address  
Murrieta CA 92562

Address  
San Juan Capistrano CA 92675

City State Zip  
(951) 775-4292 (951) 379-7900

City State Zip  
(949) 401-8133 (949) 240-7895

Phone Fax  
tasha@ttc4success.com

Phone Fax  
lcarter@californiaops.org

Email

Email

Additional LEA Notification  
(Required if completed)

Name and Title

Address

City State Zip

Phone Fax

Email



**EXHIBIT A: 2024-2025 RATES**

**4.1 RATE SCHEDULE FOR CONTRACT YEAR**

The CONTRACTOR: Tasha's Training and Consulting, LLC (TTC4Success)

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
- 2) Inclusive Education Program  
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
- 3) Related Services

| <u>SERVICE</u>  | <u>RATE</u> | <u>PERIOD</u> |
|---|-------------|---------------|
| <u>Intensive Individual Services (340)</u>                        | <u>2.61</u> | <u>Minute</u> |
| <u>Language and Speech (415)</u>                                  | _____       | _____         |
| <u>Adapted Physical Education (425)</u>                           | _____       | _____         |
| <u>Health and Nursing: Specialized Physical Health Care (435)</u> | _____       | _____         |
| <u>Health and Nursing: Other Services (436)</u>                   | _____       | _____         |
| <u>Assistive Technology Services (445)</u>                        | _____       | _____         |
| <u>Occupational Therapy (450)</u>                                 | _____       | _____         |
| <u>Physical Therapy (460)</u>                                     | _____       | _____         |
| <u>Individual Counseling (510)</u>                                | <u>2.61</u> | <u>Minute</u> |
| <u>Counseling and Guidance (515)</u>                              | <u>2.61</u> | <u>Minute</u> |
| <u>Parent Counseling (520)</u>                                    | <u>2.61</u> | <u>Minute</u> |
| <u>Social Work Services (525)</u>                                 | <u>2.61</u> | <u>Minute</u> |
| <u>Psychological Services (530)</u>                               | <u>2.61</u> | <u>Minute</u> |
| <u>Behavior Intervention Services (535)</u>                       | <u>2.61</u> | <u>Minute</u> |
| <u>Specialized Services for Low Incidence Disabilities (610)</u>  | _____       | _____         |
| <u>Specialized Deaf and Hard of Hearing (710)</u>                 | _____       | _____         |

|   |              |                  |
|---|--------------|------------------|
| <u>Interpreter Services (715)</u>                       | <u></u>      | <u></u>          |
| <u>Audiological Services (720)</u>                      | <u></u>      | <u></u>          |
| <u>Specialized Vision Services (725)</u>                | <u></u>      | <u></u>          |
| <u>Orientation and Mobility (730)</u>                   | <u></u>      | <u></u>          |
| <u>Specialized Orthopedic Services (740)</u>            | <u></u>      | <u></u>          |
| <u>Reader Services (745)</u>                            | <u></u>      | <u></u>          |
| <u>Transcription Services (755)</u>                     | <u></u>      | <u></u>          |
| <u>Recreation Services, Including Therapeutic (760)</u> | <u></u>      | <u></u>          |
| <u>College Awareness (820)</u>                          | <u></u>      | <u></u>          |
| <u>Work Experience Education (850)</u>                  | <u></u>      | <u></u>          |
| <u>Job Coaching (855)</u>                               | <u></u>      | <u></u>          |
| <u>Mentoring (860)</u>                                  | <u></u>      | <u></u>          |
| <u>Travel Training (870)</u>                            | <u></u>      | <u></u>          |
| <u>Other Transition Services (890)</u>                  | <u></u>      | <u></u>          |
| <u>Other (900) Psychological Evaluations</u>            | <u>6,500</u> | <u>Flat Rate</u> |
| <u>Other (900) ERMHS Assessments/FBA</u>                | <u>3,700</u> | <u>Flat Rate</u> |

SAI: \$200/HR

**Additional Terms**

**Additional Terms Regarding Extended School Year (ESY)**

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial DS  
ta

**Additional Terms Regarding Early Start Dates**

August 29, 2024 and August 30, 2024 are approved early start dates for the 2024-25 SY. These two days will be used for CalOPS training, scheduling, and introductory calls to families. These two days have been approved for up to 8 hours per provider at \$25.00 per hour.

Initial DS  
ta

**Additional Terms Regarding Invoices and Payment**

The period of 30-45 days refers specifically to business days, not calendar days. Please take into account all holidays and breaks during fall, winter, spring, and summer as they may extend the review time for invoices originally scheduled within the 45-day window. Any submissions received after work hours or during holidays or breaks will be processed on the first business day after the office resumes operations.

Initial DS  
ta

EXHIBIT B: 2024-2025 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Nonpublic School
LEA Case Manager: Name Phone Number
Pupil Name (Last) (First) (M.I.) Sex: M F Grade:
Address City State/Zip
DOB Residential Setting: Home Foster LCI # OTHER
Parent/Guardian Phone ( ) ( ) (Business)
Address City State/Zip
(If different from student)

AGREEMENT TERMS:
1. Nonpublic School: The average number of minutes in the instructional day will be: during the regular school year
during the extended school year
2. Nonpublic School: The number of school days in the calendar of the school year are: during the regular school year
during the extended school year
3. Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.
A. INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only): Daily Rate:
Estimated Number of Days x Daily Rate = PROJECTED BASIC EDUCATION COSTS

B. RELATED SERVICES:

| SERVICE  | Provider |     |               | # of Times per wk/mo/yr., Duration; or per IEP; or as needed | Cost per session | Maximum Number of Sessions | Estimated Maximum Total Cost for Contracted Period |
|--|----------|-----|---------------|--|------------------|----------------------------|--|
|  | LEA      | NPS | OTHER Specify |  |                  |                            |  |
| Intensive Individual Services (340)                        |          |     |               |  |                  |                            |  |
| Language/Speech Therapy (415)<br>a. Individual<br>b. Group |          |     |               |  |                  |                            |  |
| Adapted Physical Ed. (425)                                 |          |     |               |  |                  |                            |  |
| Health and Nursing: Specialized Physical Health Care (435) |          |     |               |  |                  |                            |  |
| Health and Nursing Services: Other (436)                   |          |     |               |  |                  |                            |  |
| Assistive Technology Services (445)                        |          |     |               |  |                  |                            |  |
| Occupational Therapy (450)                                 |          |     |               |  |                  |                            |  |
| Physical Therapy (460)                                     |          |     |               |  |                  |                            |  |
| Individual Counseling (510)                                |          |     |               |  |                  |                            |  |
| Counseling and guidance (515).                             |          |     |               |  |                  |                            |  |
| Parent Counseling (520)                                    |          |     |               |  |                  |                            |  |

| SERVICE  | Provider |     |                  | # of Times per<br>wk/mo/yr., Duration;<br>or per IEP;<br>or as needed | Cost per<br>session | Maximum<br>Number of<br>Sessions | Estimated Maximum<br>Total Cost for<br>Contracted Period |
|--|----------|-----|------------------|---|---------------------|----------------------------------|--|
|  | LEA      | NPS | OTHER<br>Specify |   |                     |                                  |  |
| Social Work Services (525)   |          |     |                  |   |                     |                                  |  |
| Psychological Services (530)   |          |     |                  |   |                     |                                  |  |
| Behavior Intervention Services (535)                                       |          |     |                  |   |                     |                                  |  |
| Specialized Services for Low Incidence<br>Disabilities (610)               |          |     |                  |   |                     |                                  |  |
| Specialized Deaf and Hard of Hearing<br>Services (710)                     |          |     |                  |   |                     |                                  |  |
| Interpreter Services (715)   |          |     |                  |   |                     |                                  |  |
| Audiological Services (720)  |          |     |                  |   |                     |                                  |  |
| Specialized Vision Services (725)  |          |     |                  |   |                     |                                  |  |
| Orientation and Mobility (730)   |          |     |                  |   |                     |                                  |  |
| Braille Transcription (735)  |          |     |                  |   |                     |                                  |  |
| Specialized Orthopedic Service (740)                                       |          |     |                  |   |                     |                                  |  |
| Reader Services (745)  |          |     |                  |   |                     |                                  |  |
| Note Taking Services (750)   |          |     |                  |   |                     |                                  |  |
| Transcription Services (755)   |          |     |                  |   |                     |                                  |  |
| Recreation Services (760)  |          |     |                  |   |                     |                                  |  |
| College Awareness Preparation (820)  |          |     |                  |   |                     |                                  |  |
| Vocational Assessment, Counseling,<br>Guidance and Career Assessment (830) |          |     |                  |   |                     |                                  |  |
| Career Awareness (840)   |          |     |                  |   |                     |                                  |  |
| Work Experience Education (850)  |          |     |                  |   |                     |                                  |  |
| Mentoring (860)  |          |     |                  |   |                     |                                  |  |
| Agency Linkages (865)  |          |     |                  |   |                     |                                  |  |
| Travel Training (870)  |          |     |                  |   |                     |                                  |  |
| Other Transition Services (890)  |          |     |                  |   |                     |                                  |  |
| Other (900)J   |          |     |                  |   |                     |                                  |  |
| Other (900)  |          |     |                  |   |                     |                                  |  |
| Transportation-Emergency<br>b. Transportation-Parent                       |          |     |                  |   |                     |                                  |  |
| Bus Passes   |          |     |                  |   |                     |                                  |  |
| Other  |          |     |                  |   |                     |                                  |  |

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \_\_\_\_\_

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$\_\_\_\_\_

4. Other Provisions/Attachments:  
\_\_\_\_\_  
\_\_\_\_\_

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_

6. Progress Reporting Quarterly Monthly Other  
Requirements: \_\_\_\_\_ (Specify) \_\_\_\_\_

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

\_\_\_\_\_  
(Name of Nonpublic School/Agency)

\_\_\_\_\_  
(Name of LEA/SELPA)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

\_\_\_\_\_  
(Name of Superintendent or Authorized Designee)



# Mindful Neuron Psychological Center, PC

"Nurturing Minds, Empowering Lives"

## Office

355 S. Grand Ave  
Suite 2450  
PMB# 2075  
Los Angeles, CA 90071

Dr. Heather A. Alvarado, Ph.D. PSY# 33884  
Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

## Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## Behavioral and Individual Counseling Services Service Agreement

This Service Agreement ("Agreement") is entered into between Mindful Neuron Psychological Center, PC ("Provider"), hereafter Mindful Neuron, PC, and California Online Public Schools ("Client") on 4/25/2024.

On behalf of Mindful Neuron, PC, we are pleased to engage you in a service agreement. This letter agreement (the "Service Agreement") sets forth the terms and conditions whereby you agree for Mindful Neuron, PC to provide services within the California Online Public Schools (California Connections Academy).

This service agreement is enacted on the first day of the 2024 Academic School Year and will end on the last day of the 2025 Academic School year. If services would like to be continued past this time frame, then another service agreement will be initiated with a new time arrangement.

### Acknowledgement

The client is aware that Mindful Neuron, PC is not a nonpublic, nonsectarian agency (NPA) thus is not obligated to meet requirements and restrictions set forth by the district. Thus, Mindful Neuron, PC is not obligated to obtain or furnish commercial general liability coverage or supplemental liability coverage for sexual molestation or abuse. Additionally, Mindful Neuron, PC is not obligated to furnish or obtain workers' compensation insurance and commercial auto liability insurance.

Initial: 

The client acknowledges that Mindful Neuron, PC clinicians have professional liability coverage for the psychological services they provide the student.

Initial: 

The client acknowledges that clinicians providing services through Mindful Neuron, PC are under the direct supervision of Dr. Heather Alvarado, Ph.D., Chief Clinical Director of Mindful Neuron, PC and licensed clinical psychologist.

Initial: 

The client acknowledges that clinicians providing services are registered with the California Board of Psychology as registered psychological assistants/associates and will render services under the direct supervision of Dr. Alvarado.

Initial: 

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## Contact

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Dr.alvarado@mindfulneuron.org

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## **Services**

The client understands that Mindful Neuron, PC will provide behavioral therapy and individual counseling services to student(s) within California Online Public Schools. Services may include, but are not limited to, individual counseling sessions, behavioral assessments, behavior management plans, and consultation with parent and school staff.

## **Scope of Work:**

Provider will work collaboratively with parent and school staff to identify students in need of behavioral therapy and individual counseling services. Provider will develop treatment plans and implement interventions tailored to each student's needs.

## **Schedule:**

Provider will establish a schedule for services in coordination with the school district and/or parent's request. Sessions will be conducted during school hours or at times agreed upon by both parties.

Sessions can be provided in-person or virtually based on student or family request. Determination for service delivery method will be based on Provider determination of student's status and request by student, parent, or guardian.

## **Confidentiality:**

Provider will maintain the confidentiality of all student information in accordance with applicable laws and ethical standards within the State of California. Information shared during counseling sessions will only be disclosed with the consent of the student or as required by law.

## **Treatment Progress:**

Provider will periodically provide treatment progress regarding student. The provider will maintain accurate records of session progress notes, however, will not disclose confidential information shared in session. Session progress notes are only meant to provide general goals, progress in treatment, and medical necessity for treatment. Thus, confidential information or detailed information that occurs in session will not be disclosed to the district.

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Chief Clinical Officer

## Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## **Payment:**

Client agrees to compensate Provider for services rendered at the rate of \$125.00 per hour for in-person or virtual sessions. Payment will be made **Monthly** based on the number of hours of service provided. Invoices will be submitted by Provider and payment is due within 30 days of receipt.

Client agrees to compensate Provider for scheduled services canceled or changed by student, parent, or guardian without 48-hour notice. Client will be charged 50% of the session fee ( \$62.50 ) if 48-hour notice was not provided by student, parent, or guardian.

Client agrees to compensate Provider for emergency/crisis sessions charged at a rate of \$125.00 per hour.

## **Term and Termination:**

This Agreement shall commence on the effective date and continue until terminated by either party with **30** days' written notice. Either party may terminate this Agreement for any reason with written notice.

## **Governing Law:**

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

## **Entire Agreement:**

Client has read and understood the information provided in this Service Agreement. Client has had the opportunity to ask questions and clarify any concerns regarding the Service Agreement and responses and answers that were satisfactory and understandable.

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter.

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Chief Clinical Officer

### Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

---

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

Mindful Neuron Psychological Center, PC

Dr. Heather Alvarado, Ph.D., Chief Clinical Director

Date: 4/25/2024

California Online Public Schools (California Connections Academy)

Client Representative's Signature: 

Printed Name: Lachelle Carter

Title: Director of Finance

Date: 4/25/2024

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NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

*2024-2025*

# Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

**CALIFORNIA ONLINE PUBLIC SCHOOLS:**

California Online Public Schools Central Coast,  
California Online Public Schools Central Valley,  
California Online Public Schools Monterey Bay,  
California Online Public Schools North Bay,  
California Online Public Schools Northern California,  
California Online Public Schools Southern California

LEA

Contract Year 2024-2025

           Nonpublic School

      X      

Nonpublic Agency

**Type of Contract:**

      X       Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

           Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

           Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:                           

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

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**2024-2025****CONTRACT NUMBER:****LOCAL EDUCATION AGENCY:** California Online Public Schools**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

Cornerstone Educational Solutions

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**GENERAL PROVISIONS****1. MASTER CONTRACT**

This Master Contract (or "Contract") is entered into on September 3, 2024, between **California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and

Cornerstone Educational Solutions

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be



provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing

financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

#### **14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided

in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
 \$ 500,000 fire damage  
 \$ 5,000 medical expenses  
 \$1,000,000 personal & adv. injury  
 \$3,000,000 general aggregate  
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
 \$2,000,000 general aggregate



- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**



CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading

toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## **25. CALENDARS**

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,

service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).



### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

## **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.



### 33. **SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### 34. **DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### 35. **COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### 36. **STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the

California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

#### 42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

##### (OPTIONAL)

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

#### 43. **MONITORING**

The State Superintendent of Public Instruction (“Superintendent”), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student’s instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### **PERSONNEL**

#### 44. **CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California



Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

#### **(OPTIONAL)**

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

### **HEALTH AND SAFETY MANDATES**

#### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

#### **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:



disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

## **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

## **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

## **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

## **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

## **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was

served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.



CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 3, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

CONTRACTOR


LEA

Cornerstone educational solutions

California Online Public Schools

Nonpublic School/Agency

LEA Name

DocuSigned by:  
By:  5/10/2024  
6DC515B9F3D4483...  
Signature Date

DocuSigned by:  
By:  5/10/2024  
53EF3C0EE6DA47E...  
Signature Date

Name and Title of Authorized Representative

LaChelle Carter, Director of Finance  
Name and Title of Authorized Representative

|   |  |
|---|--|
| Notices to CONTRACTOR shall be addressed to:  | Notices to LEA shall be addressed to:              |
| Christy Bock  | LaChelle Carter, Director of Finance               |
| Name and Title<br>Christy Bock, owner   | Name and Title<br>California Online Public Schools |
| Nonpublic School/Agency/Related Service Provider<br>Cornerstone educational solutions | LEA<br>33272 Valle Road                            |
| Address<br>Upland, ca 91785 PO Box 1862   | Address<br>San Juan Capistrano CA 92675            |
| City State Zip<br>91785 Upland, ca  | City State Zip<br>(949) 401-8133 (949) 240-7895    |
| Phone Fax<br>9092399061   | Phone Fax<br>lcarter@californiaops.org             |
| Email   | Email  |

Additional LEA Notification  
(Required if completed)

|                |       |     |
|----------------|-------|-----|
| Name and Title |       |     |
| Address        |       |     |
| City           | State | Zip |
| Phone          | Fax   |     |
| Email          |       |     |



**EXHIBIT A: 2024-2025 RATES**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: \_\_\_\_\_ Cornerstone Educational Solutions

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
- 2) Inclusive Education Program  
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
- 3) Related Services

| <u>SERVICE</u>  | <u>RATE</u> | <u>PERIOD</u> |
|---|-------------|---------------|
| <u>Intensive Individual Services (340)</u>                        | _____       | _____         |
| <u>Language and Speech (415)</u>                                  | _____       | _____         |
| <u>Adapted Physical Education (425)</u>                           | _____       | _____         |
| <u>Health and Nursing: Specialized Physical Health Care (435)</u> | _____       | _____         |
| <u>Health and Nursing: Other Services (436)</u>                   | _____       | _____         |
| <u>Assistive Technology Services (445)</u>                        | _____       | _____         |
| <u>Occupational Therapy (450)</u>                                 | _____       | _____         |
| <u>Physical Therapy (460)</u>                                     | _____       | _____         |
| <u>Individual Counseling (510)</u>                                | 180.00      | Hour          |
| <u>Counseling and Guidance (515)</u>                              | 180.00      | Hour          |
| <u>Parent Counseling (520)</u>                                    | 180.00      | Hour          |
| <u>Social Work Services (525)</u>                                 | _____       | _____         |
| <u>Psychological Services (530)</u>                               | 180.00      | Hour          |
| <u>Behavior Intervention Services (535)</u>                       | 180.00      | Hour          |
| <u>Specialized Services for Low Incidence Disabilities (610)</u>  | _____       | _____         |
| <u>Specialized Deaf and Hard of Hearing (710)</u>                 | _____       | _____         |

|  |                |                  |
|--|----------------|------------------|
| <u>Interpreter Services (715)</u>                                  | <u></u>        | <u></u>          |
| <u>Audiological Services (720)</u>                                 | <u></u>        | <u></u>          |
| <u>Specialized Vision Services (725)</u>                           | <u></u>        | <u></u>          |
| <u>Orientation and Mobility (730)</u>                              | <u></u>        | <u></u>          |
| <u>Specialized Orthopedic Services (740)</u>                       | <u></u>        | <u></u>          |
| <u>Reader Services (745)</u>                                       | <u></u>        | <u></u>          |
| <u>Transcription Services (755)</u>                                | <u></u>        | <u></u>          |
| <u>Recreation Services, Including Therapeutic (760)</u>            | <u></u>        | <u></u>          |
| <u>College Awareness (820)</u>                                     | <u></u>        | <u></u>          |
| <u>Work Experience Education (850)</u>                             | <u></u>        | <u></u>          |
| <u>Job Coaching (855)</u>  | <u></u>        | <u></u>          |
| <u>Mentoring (860)</u>   | <u></u>        | <u></u>          |
| <u>Travel Training (870)</u>                                       | <u></u>        | <u></u>          |
| <u>Other Transition Services (890)</u>                             | <u></u>        | <u></u>          |
| <u>Other (900) Psych Assessment (Initial, TRI, ERMHS, FBA)</u>     | <u>1900.00</u> | <u>Flat Rate</u> |
| <u>Other (900) Attendance and other Psych related Hourly Needs</u> | <u>180.00</u>  | <u>Hour</u>      |

**Additional Terms**

**Additional Terms Regarding Extended School Year (ESY)**

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial 

**Additional Terms Regarding Invoices and Payment**

The period of 30-45 days refers specifically to business days, not calendar days. Please take into account all holidays and breaks during fall, winter, spring, and summer as they may extend the review time for invoices originally scheduled within the 45-day window. Any submissions received after work hours or during holidays or breaks will be processed on the first business day after the office resumes operations.

Initial 

**Speech and Language and OT Evals: 1700.00 Flat Rate**

**Hearing and Vision: 400.00 Per Assessment**



christy@cornerstoneeducationalolutions.comadmin  
@cornerstoneeducationalolutions.com  
909-239-9061

## 2024-2025 Cornerstone Rate Sheet

### Connections

**Available Evaluations-** including specified testing, report and IEP Meeting (SPED CODES)

- **Psychoeducational Evaluation (900)- Virtual** \$1800.00  
(Cognitive, processing, social-emotional and any other area of suspected disability)
- **Psychoeducational Evaluation (900)- - In-Person** \$1900.00
- **ERMHS Counseling Evaluation (900)- -** \$1900.00  
(Targeted evaluation targeting social-emotional concerns with the determination of SPED counseling supports)
- **FBA Evaluation (900)- -** \$1900.00  
(Functional Behavioral Analysis to determine the function of a Students behavior)
- **Independent Educational Evaluation (IEE)-** SELPA Rates  
(Performed by Licensed Educational Psychologists in Psych, Neuropsych, ERMHS, FBA)
- **Speech and Language Evaluation-Virtual Only** \$1700.00  
(*In-person if available-* Full speech and language evaluation looking at all areas of Language and articulation concerns to determine eligibility or continued eligibility)
- **Occupational Therapy Evaluation- Virtual Only** \$1700.00  
(Full Occupational Therapy evaluation looking at all areas of OT concerns to determine needed support or continued support)
- **Hearing and Vision (per assessment)**  
**Completed by Credentialed School Nurse** \$400.00  
(with report)

- **Health and Developmental** (per assessment)  
**Completed by Credentialed School Nurse** \$475.00  
(with report)
- **Individual** (510)/ **Group** (515)/ **Parent** (520)  
**Counseling Support** \$180.00 hr  
(Performed by Educational Psychologists)
- **Behavioral Intervention Support** (535)- **BCBA** \$180.00 hr
- **IEP Writing Support** (530) \$800  
(Writing individual IEP and virtual IEP Meeting)
- **CDE Review Support** \$750(review only)  
(Reviewing current IEP's and supporting documents for \$1150(corrections)  
CDE compliance, making all changes needed to correct  
the IEP for compliance, conducting the addendum IEP,  
obtaining signatures and affirming IEP)
- **Psych/ Nursing/ SLP/ OT Support** (530) \$180.00 hr  
(hourly psych needs)
- **Mileage Reimbursement** Federal Rate

**Additional Evaluations Available Upon Request**

EXHIBIT B: 2024-2025 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Nonpublic School
LEA Case Manager: Name Phone Number
Pupil Name (Last) (First) (M.I.) Sex: M F Grade:
Address City State/Zip
DOB Residential Setting: Home Foster LCI # OTHER
Parent/Guardian Phone ( ) ( ) (Residence) (Business)
Address City State/Zip
(If different from student)

- AGREEMENT TERMS:
- 1. Nonpublic School: The average number of minutes in the instructional day will be: during the regular school year
during the extended school year
  - 2. Nonpublic School: The number of school days in the calendar of the school year are: during the regular school year
during the extended school year
  - 3. Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.
A. INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only): Daily Rate:
Estimated Number of Days x Daily Rate = PROJECTED BASIC EDUCATION COSTS

B. RELATED SERVICES:

| SERVICE  | Provider |     |               | # of Times per wk/mo/yr., Duration; or per IEP; or as needed | Cost per session | Maximum Number of Sessions | Estimated Maximum Total Cost for Contracted Period |
|--|----------|-----|---------------|--|------------------|----------------------------|--|
|  | LEA      | NPS | OTHER Specify |  |                  |                            |  |
| Intensive Individual Services (340)                        |          |     |               |  |                  |                            |  |
| Language/Speech Therapy (415)<br>a. Individual<br>b. Group |          |     |               |  |                  |                            |  |
| Adapted Physical Ed. (425)                                 |          |     |               |  |                  |                            |  |
| Health and Nursing: Specialized Physical Health Care (435) |          |     |               |  |                  |                            |  |
| Health and Nursing Services: Other (436)                   |          |     |               |  |                  |                            |  |
| Assistive Technology Services (445)                        |          |     |               |  |                  |                            |  |
| Occupational Therapy (450)                                 |          |     |               |  |                  |                            |  |
| Physical Therapy (460)                                     |          |     |               |  |                  |                            |  |
| Individual Counseling (510)                                |          |     |               |  |                  |                            |  |
| Counseling and guidance (515).                             |          |     |               |  |                  |                            |  |
| Parent Counseling (520)                                    |          |     |               |  |                  |                            |  |

| SERVICE  | Provider |     |                  | # of Times per<br>wk/mo/yr., Duration;<br>or per IEP;<br>or as needed | Cost per<br>session | Maximum<br>Number of<br>Sessions | Estimated Maximum<br>Total Cost for<br>Contracted Period |
|--|----------|-----|------------------|---|---------------------|----------------------------------|--|
|  | LEA      | NPS | OTHER<br>Specify |   |                     |                                  |  |
| Social Work Services (525)   |          |     |                  |   |                     |                                  |  |
| Psychological Services (530)   |          |     |                  |   |                     |                                  |  |
| Behavior Intervention Services (535)                                       |          |     |                  |   |                     |                                  |  |
| Specialized Services for Low Incidence<br>Disabilities (610)               |          |     |                  |   |                     |                                  |  |
| Specialized Deaf and Hard of Hearing<br>Services (710)                     |          |     |                  |   |                     |                                  |  |
| Interpreter Services (715)   |          |     |                  |   |                     |                                  |  |
| Audiological Services (720)  |          |     |                  |   |                     |                                  |  |
| Specialized Vision Services (725)  |          |     |                  |   |                     |                                  |  |
| Orientation and Mobility (730)   |          |     |                  |   |                     |                                  |  |
| Braille Transcription (735)  |          |     |                  |   |                     |                                  |  |
| Specialized Orthopedic Service (740)                                       |          |     |                  |   |                     |                                  |  |
| Reader Services (745)  |          |     |                  |   |                     |                                  |  |
| Note Taking Services (750)   |          |     |                  |   |                     |                                  |  |
| Transcription Services (755)   |          |     |                  |   |                     |                                  |  |
| Recreation Services (760)  |          |     |                  |   |                     |                                  |  |
| College Awareness Preparation (820)  |          |     |                  |   |                     |                                  |  |
| Vocational Assessment, Counseling,<br>Guidance and Career Assessment (830) |          |     |                  |   |                     |                                  |  |
| Career Awareness (840)   |          |     |                  |   |                     |                                  |  |
| Work Experience Education (850)  |          |     |                  |   |                     |                                  |  |
| Mentoring (860)  |          |     |                  |   |                     |                                  |  |
| Agency Linkages (865)  |          |     |                  |   |                     |                                  |  |
| Travel Training (870)  |          |     |                  |   |                     |                                  |  |
| Other Transition Services (890)  |          |     |                  |   |                     |                                  |  |
| Other (900)J   |          |     |                  |   |                     |                                  |  |
| Other (900)  |          |     |                  |   |                     |                                  |  |
| Transportation-Emergency<br>b. Transportation-Parent                       |          |     |                  |   |                     |                                  |  |
| Bus Passes   |          |     |                  |   |                     |                                  |  |
| Other  |          |     |                  |   |                     |                                  |  |

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \_\_\_\_\_

**TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$**\_\_\_\_\_

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_

|                                     |           |         |                 |
|-------------------------------------|-----------|---------|-----------------|
| 6. Progress Reporting Requirements: | Quarterly | Monthly | Other (Specify) |
|                                     |           |         |                 |

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

(Name of Nonpublic School/Agency)

(Name of LEA/SELPA)

(Signature)

(Date)

(Signature)

---

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)



NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

*2024-2025*

# Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

**CALIFORNIA ONLINE PUBLIC SCHOOLS:**

California Online Public Schools Central Coast,  
California Online Public Schools Central Valley,  
California Online Public Schools Monterey Bay,  
California Online Public Schools North Bay,  
California Online Public Schools Northern California,  
California Online Public Schools Southern California

LEA

Contract Year 2024-2025

           Nonpublic School

      X      

Nonpublic Agency

**Type of Contract:**

      X       Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

           Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

           Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:                           

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

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**2024-2025****CONTRACT NUMBER:****LOCAL EDUCATION AGENCY:** California Online Public Schools**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

Milestones Therapy Group, A Professional Speech-Language Pathology Corporation

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT****GENERAL PROVISIONS****1. MASTER CONTRACT**

This Master Contract (or "Contract") is entered into on August 29, 2024, between California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado SELPA and

Milestones Therapy Group, A Professional Speech-Language Pathology Corporation

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be



provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing

financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

#### **14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided

in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
 \$ 500,000 fire damage  
 \$ 5,000 medical expenses  
 \$1,000,000 personal & adv. injury  
 \$3,000,000 general aggregate  
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
 \$2,000,000 general aggregate



- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to



provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading

toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## **25. CALENDARS**

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,



service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;



5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

## **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### 33. **SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### 34. **DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### 35. **COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### 36. **STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the



California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

#### 42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

##### (OPTIONAL)

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

#### 43. MONITORING

The State Superintendent of Public Instruction (“Superintendent”), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student’s instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### PERSONNEL

#### 44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California



Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

#### **(OPTIONAL)**

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

### **HEALTH AND SAFETY MANDATES**

#### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

#### **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

#### **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

#### **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.



In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was



served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 29, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Milestones Therapy Group, A Professional Speech-language Pathology Corporation  
California Online Public Schools

Nonpublic School/Agency

By: Breanna Blumer 5/18/2024  
Signature Date  
Breanna Blumer  
Name and Title of Authorized Representative

LEA Name

By: LaChelle Carter 5/15/2024  
Signature Date  
LaChelle Carter, Director of Finance  
Name and Title of Authorized Representative

|  |  |
|--|--|
| Notices to CONTRACTOR shall be addressed to:     | Notices to LEA shall be addressed to:              |
| Breanna Blumer, Owner/Clinical Director          | LaChelle Carter, Director of Finance               |
| Name and Title<br>Milestones Therapy Group       | Name and Title<br>California Online Public Schools |
| Nonpublic School/Agency/Related Service Provider | LEA  |
| 1968 S. Coast Hwy Suite 370                      | 33272 Valle Road                                   |
| Address<br>CA 92651 Laguna Beach                 | Address<br>San Juan Capistrano CA 92675            |
| City State Zip<br>949-229-2021 N/a               | City State Zip<br>(949) 401-8133 (949) 240-7895    |
| Phone Fax<br>blumer@milestonestherapygroup.com   | Phone Fax<br>lcarter@californiaops.org             |
| Email  | Email  |

Additional LEA Notification  
(Required if completed)

Name and Title

Address

City State Zip

Phone Fax

Email

**EXHIBIT A: 2024-2025 RATES**

**4.1 RATE SCHEDULE FOR CONTRACT YEAR**

The CONTRACTOR: Milestones Therapy Group, A Professional Speech-Language Pathology Corporation  
The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
  
- 2) Inclusive Education Program  
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
  
- 3) Related Services

| <u>SERVICE</u>  | <u>RATE</u>           | <u>PERIOD</u>                              |
|---|-----------------------|--|
| <u>Intensive Individual Services (340)</u>                        |                       |  |
| <u>Language and Speech (415) Individual/Group</u>                 | <u>108.77 / 81.68</u> | <u>Hour Individual/ Hour Group per ST.</u> |
| <u>Adapted Physical Education (425)</u>                           |                       |  |
| <u>Health and Nursing: Specialized Physical Health Care (435)</u> |                       |  |
| <u>Health and Nursing: Other Services (436)</u>                   |                       |  |
| <u>Assistive Technology Services (445)</u>                        | <u>125.00</u>         | <u>Hour</u>                                |
| <u>Occupational Therapy (450)</u>                                 |                       |  |
| <u>Physical Therapy (460)</u>                                     |                       |  |
| <u>Individual Counseling (510)</u>                                |                       |  |
| <u>Counseling and Guidance (515)</u>                              |                       |  |
| <u>Parent Counseling (520)</u>                                    |                       |  |
| <u>Social Work Services (525)</u>                                 |                       |  |
| <u>Psychological Services (530)</u>                               |                       |  |
| <u>Behavior Intervention Services (535)</u>                       |                       |  |
| <u>Specialized Services for Low Incidence Disabilities (610)</u>  |                       |  |
| <u>Specialized Deaf and Hard of Hearing (710)</u>                 |                       |  |

|   |  |  |
|---|--|--|
| <u>Interpreter Services (715)</u>                       |  |  |
| <u>Audiological Services (720)</u>                      |  |  |
| <u>Specialized Vision Services (725)</u>                |  |  |
| <u>Orientation and Mobility (730)</u>                   |  |  |
| <u>Specialized Orthopedic Services (740)</u>            |  |  |
| <u>Reader Services (745)</u>                            |  |  |
| <u>Transcription Services (755)</u>                     |  |  |
| <u>Recreation Services, Including Therapeutic (760)</u> |  |  |
| <u>College Awareness (820)</u>                          |  |  |
| <u>Work Experience Education (850)</u>                  |  |  |
| <u>Job Coaching (855)</u>                               |  |  |
| <u>Mentoring (860)</u>                                  |  |  |
| <u>Travel Training (870)</u>                            |  |  |
| <u>Other Transition Services (890)</u>                  |  |  |
| <u>Other (900)</u>                                      |  |  |
| <u>Other (900)</u>                                      |  |  |

**Additional Terms**

**Additional Terms Regarding Extended School Year (ESY)**

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial BB

**Additional Terms Regarding Early Start Dates**

August 29, 2024 and August 30, 2024 are approved early start dates for the 2024-25 SY. These two days will be used for CalOPS training, scheduling, and introductory calls to families. These two days have been approved for up to 8 hours per provider at \$25.00 per hour.

Initial BB

**Additional Terms Regarding Invoices and Payment**

The period of 30-45 days refers specifically to business days, not calendar days. Please take into account all holidays and breaks during fall, winter, spring, and summer as they may extend the review time for invoices originally scheduled within the 45-day window. Any submissions received after work hours or during holidays or breaks will be processed on the first business day after the office resumes operations.

Initial BB

Milestones Therapy Group, A Professional  
Speech-Language Pathology Corporation  
NPA Contractor Name

2024-2025  
Contract Year

**NPA Contact Information:**  
**blumer@milestonestherapygroup.com**  
**949-229-2021**  
**[www.milestonestherapygroup.com](http://www.milestonestherapygroup.com)**

Special education and/or related services offered by CONTRACTOR, and the charges for such education and/or related services during the term of this contract shall be as follows.

| SERVICE                                  | SPECIFICATIONS   | RATE     | INCREMENT           |
|--|--|----------|---------------------|
| Language and Speech Therapy - Group      | <ul style="list-style-type: none"> <li>- Group speech-language therapy sessions delivered in accordance with student's IEP, via teletherapy</li> <li>- Rate is paid in full for sessions scheduled and made available by the therapist, following the student's IEP, including sessions where student is absent</li> <li>- Rate is charged per student per hour</li> </ul>   | \$81.68  | per hour            |
| Language and Speech Therapy - Individual | <ul style="list-style-type: none"> <li>- Individual speech-language therapy sessions delivered in accordance with student's IEP, via teletherapy</li> <li>- Rate is paid in full for sessions scheduled and made available by the therapist, following the student's IEP, including sessions where student is absent</li> </ul>  | \$108.77 | per hour            |
| Language and Speech (Evaluation)         | <ul style="list-style-type: none"> <li>- Initial or Triennial evaluations conducted by a licensed/credentialed speech-language pathologist</li> <li>- Billed to a maximum of 7 hours per evaluation to include testing, observation, interview, record review, evaluation report writing, and IEP preparation</li> </ul>   | \$151.14 | per hour            |
| IEP Meeting Attendance                   | <ul style="list-style-type: none"> <li>- Billed for duration of scheduled meeting or actual meeting run-time, whichever is longer</li> <li>- 1 hour minimum per IEP meeting</li> </ul>   | \$151.14 | per hour            |
| Progress Reports                         | <ul style="list-style-type: none"> <li>- Provided per CalOPS schedule for progress reporting</li> </ul>  | \$25.00  | per progress report |
| Case Management Services                 | <p>Case management services delivered on a <b>full-time basis, 40 hours/week</b> when school is in session, for a caseload of <b>up to 35 students per full-time case manager</b>. Services provided by licensed/credentialed speech-language pathologist for speech-only students. Duties include:</p> <ul style="list-style-type: none"> <li>- Scheduling and delivering speech therapy service minutes to students assigned on the case load in accordance with their IEPs</li> <li>- Regular contacts with all families on the caseload</li> <li>- Logging student participation and all synchronous contacts per CalOPS protocols</li> <li>- IEP related duties, including but not limited to writing elements of the IEP, scheduling IEP meetings, contributing to IEP meetings, obtaining signatures on IEPs, etc.</li> <li>- SEIS related duties, including but not limited to maintaining student IEP and associated documents in SEIS, correcting SEIS errors, following CalCA SEIS protocols, etc.</li> <li>- Being responsive to CalCA staff, parents and students using a variety of communication methods, including phone, email, webmail, text, etc. with an expected response time of less than 72 hours, with 24 hours being the norm</li> <li>- Other duties related to the case management of the assigned caseload</li> <li>- Does NOT include Initial or Triennial evaluations, which are billed separately</li> </ul> | \$125.00 | per hour            |
| Supervision - Speech Language Pathology  | <ul style="list-style-type: none"> <li>- Clinical supervision, training, mentorship, or management of speech-language pathologists or SLPAs via telepractice, including development and implementation of training materials, procedures, and special projects</li> <li>- Consultation with non-Milestones Therapy Group speech-language pathologists</li> </ul>   | \$125.00 | per hour            |
| Assistive Technology (Service)           | <ul style="list-style-type: none"> <li>- Assistive technology services delivered by an assistive technology professional in accordance with student's IEP, via teletherapy</li> </ul>  | \$125.00 | per hour            |
| Assistive Technology (Evaluation)        | <ul style="list-style-type: none"> <li>- Assistive technology evaluation delivered by an assistive technology professional via teletherapy</li> <li>- Billed to a maximum of 7 hours per evaluation, to include testing, observation, interview, report writing, and device trials, if warranted</li> </ul>  | \$151.14 | per hour            |

  
Contractors Signature

5/3/2024  
Date

Signee Name: Breanna K. Blumer

Signee Title: Owner and Clinical Director



EXHIBIT B: 2024-2025 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Nonpublic School
LEA Case Manager: Name Phone Number
Pupil Name (Last) (First) (M.I.) Sex: M F Grade:
Address City State/Zip
DOB Residential Setting: Home Foster LCI # OTHER
Parent/Guardian Phone ( ) ( ) (Business)
Address City State/Zip
(If different from student)

- AGREEMENT TERMS:
- 1. Nonpublic School: The average number of minutes in the instructional day will be: during the regular school year
during the extended school year
  - 2. Nonpublic School: The number of school days in the calendar of the school year are: during the regular school year
during the extended school year
  - 3. Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.
A. INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only): Daily Rate:
Estimated Number of Days x Daily Rate = PROJECTED BASIC EDUCATION COSTS

B. RELATED SERVICES:

| SERVICE  | Provider |     |               | # of Times per wk/mo/yr., Duration; or per IEP; or as needed | Cost per session | Maximum Number of Sessions | Estimated Maximum Total Cost for Contracted Period |
|--|----------|-----|---------------|--|------------------|----------------------------|--|
|  | LEA      | NPS | OTHER Specify |  |                  |                            |  |
| Intensive Individual Services (340)                        |          |     |               |  |                  |                            |  |
| Language/Speech Therapy (415)<br>a. Individual<br>b. Group |          |     |               |  |                  |                            |  |
| Adapted Physical Ed. (425)                                 |          |     |               |  |                  |                            |  |
| Health and Nursing: Specialized Physical Health Care (435) |          |     |               |  |                  |                            |  |
| Health and Nursing Services: Other (436)                   |          |     |               |  |                  |                            |  |
| Assistive Technology Services (445)                        |          |     |               |  |                  |                            |  |
| Occupational Therapy (450)                                 |          |     |               |  |                  |                            |  |
| Physical Therapy (460)                                     |          |     |               |  |                  |                            |  |
| Individual Counseling (510)                                |          |     |               |  |                  |                            |  |
| Counseling and guidance (515).                             |          |     |               |  |                  |                            |  |
| Parent Counseling (520)                                    |          |     |               |  |                  |                            |  |

| SERVICE  | Provider |     |                  | # of Times per<br>wk/mo/yr., Duration;<br>or per IEP;<br>or as needed | Cost per<br>session | Maximum<br>Number of<br>Sessions | Estimated Maximum<br>Total Cost for<br>Contracted Period |
|--|----------|-----|------------------|---|---------------------|----------------------------------|--|
|  | LEA      | NPS | OTHER<br>Specify |   |                     |                                  |  |
| Social Work Services (525)   |          |     |                  |   |                     |                                  |  |
| Psychological Services (530)   |          |     |                  |   |                     |                                  |  |
| Behavior Intervention Services (535)                                       |          |     |                  |   |                     |                                  |  |
| Specialized Services for Low Incidence<br>Disabilities (610)               |          |     |                  |   |                     |                                  |  |
| Specialized Deaf and Hard of Hearing<br>Services (710)                     |          |     |                  |   |                     |                                  |  |
| Interpreter Services (715)   |          |     |                  |   |                     |                                  |  |
| Audiological Services (720)  |          |     |                  |   |                     |                                  |  |
| Specialized Vision Services (725)  |          |     |                  |   |                     |                                  |  |
| Orientation and Mobility (730)   |          |     |                  |   |                     |                                  |  |
| Braille Transcription (735)  |          |     |                  |   |                     |                                  |  |
| Specialized Orthopedic Service (740)                                       |          |     |                  |   |                     |                                  |  |
| Reader Services (745)  |          |     |                  |   |                     |                                  |  |
| Note Taking Services (750)   |          |     |                  |   |                     |                                  |  |
| Transcription Services (755)   |          |     |                  |   |                     |                                  |  |
| Recreation Services (760)  |          |     |                  |   |                     |                                  |  |
| College Awareness Preparation (820)  |          |     |                  |   |                     |                                  |  |
| Vocational Assessment, Counseling,<br>Guidance and Career Assessment (830) |          |     |                  |   |                     |                                  |  |
| Career Awareness (840)   |          |     |                  |   |                     |                                  |  |
| Work Experience Education (850)  |          |     |                  |   |                     |                                  |  |
| Mentoring (860)  |          |     |                  |   |                     |                                  |  |
| Agency Linkages (865)  |          |     |                  |   |                     |                                  |  |
| Travel Training (870)  |          |     |                  |   |                     |                                  |  |
| Other Transition Services (890)  |          |     |                  |   |                     |                                  |  |
| Other (900)J   |          |     |                  |   |                     |                                  |  |
| Other (900)  |          |     |                  |   |                     |                                  |  |
| Transportation-Emergency<br>b. Transportation-Parent                       |          |     |                  |   |                     |                                  |  |
| Bus Passes   |          |     |                  |   |                     |                                  |  |
| Other  |          |     |                  |   |                     |                                  |  |

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \_\_\_\_\_

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$\_\_\_\_\_

4. Other Provisions/Attachments:  
\_\_\_\_\_  
\_\_\_\_\_

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_

6. Progress Reporting Quarterly Monthly Other  
Requirements: \_\_\_\_\_ (Specify) \_\_\_\_\_

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

\_\_\_\_\_  
(Name of Nonpublic School/Agency)

\_\_\_\_\_  
(Name of LEA/SELPA)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

\_\_\_\_\_  
(Name of Superintendent or Authorized Designee)

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
**STUDENT SUCCESS TEAM MANAGEMENT SYSTEM**

**LICENSE AGREEMENT**

**May 15, 2024 - JUNE 30, 2027**

This License Agreement (“Agreement”) is entered into this 15<sup>th</sup> day of May, 2024, by and between the San Joaquin County Office of Education, a county office of education of the state of California, (hereinafter “Provider”) and the California Online Public Schools (hereinafter “Customer”), (collectively hereinafter “Parties”).

**INTRODUCTION**

**WHEREAS**, the Provider is the operator and owner of a web-based suite of tools, known as the Student Success Team System Management System (hereinafter “BEYOND SST”), for use by schools, school districts and county offices of education in formulating, updating, tracking, storing and reporting on Pupil Records, including, but not limited to, Student Success Team and 504 forms.

**WHEREAS**, Customer is interested in contracting with Provider in order to use BEYOND SST in Customer’s region.

**NOW, THEREFORE**, the Parties hereto agree as follows:

**ARTICLE I**  
**DEFINITIONS**

- 1.1 “BEYOND SST” means the BEYOND SST System, which is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.
- 1.2 “Administrative Contact” means the individual authorized by Customer to receive and provide information required to administer this Agreement.
- 1.3 “Adult Pupil” means a Pupil who has reached 18 years of age.
- 1.4 “Agreement” means this License Agreement.
- 1.5 “Authorized User” means the individual(s) authorized to access BEYOND SST on behalf of the Customer according to the terms of this Agreement.
- 1.6 “Customer Data” means documents, information, data, including Pupil Records submitted to Provider by Customer for processing through BEYOND SST and/or documents, information, and data input or maintained in BEYOND SST by Customer.
- 1.7 “Deidentified Information” means information that cannot be used to identify an individual pupil.
- 1.8 “Effective Date” means the date upon which this Agreement has been executed by both the Provider and the Customer.
- 1.9 “Password” means the License code provided to Customer’s Authorized Users to enable access to

## BEYOND SST.

- 1.10 “Parent” means a natural parent, an adopted parent or legal guardian of a Pupil.
- 1.11 “Pupil” or “Pupils” means a student or students of Customer.
- 1.12 “Personal User Identification” means the identification code given to Customer’s Authorized Users.
- 1.13 “Personally Identifiable Information” includes: 1) the Pupil’s name, 2) the name of the Pupil’s parent or other family members, 3) the address of the Pupil or Pupil’s family, 4) a personal identifier, such as a Pupil’s social security number, Pupil’s number, or biometric record, 5) other indirect identifiers, such as the Pupil’s date of birth, place of birth, and mother’s maiden name, 6) other information that, alone or in combination, is linked or linkable to a specific Pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the Pupil with reasonable certainty, or 7) information requested by a person who the educational agency or institution reasonably believes knows the identity of the Pupil to whom the Pupil Record relates.
- 1.14 “Pupil Records” means both of the following: 1) any information directly related to a Pupil that is maintained by Provider, including Personally Identifiable Information, and 2) any information acquired directly from the Pupil through the use of instructional software or applications assigned to the Pupil by a teacher or other Customer employee. “Pupil Records” does not mean aggregated Deidentified Information used by Provider for the following purposes: to improve educational products for adaptive learning purposes and for customizing Pupil learning; to demonstrate the effectiveness of Provider’s products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.
- 1.15 “SELPA” means Customer’s Special Education Local Plan Area.
- 1.16 “Team” means the dedicated team providing early identification and early intervention for students.
- 1.17 “System Launch Date” means the earlier of: a) the date the BEYOND SST system is ready for use by Customer at the conclusion of the first training session as described in Section 2.13 (a) a) of this Agreement; or b) one hundred twenty (120) days after the Effective Date.
- 1.18 “Training Unit” means one day of training, Administrator or Teacher, whether it is one single all day session or multiple sessions within a single day (not to exceed 8 total hours total within a day).

## ARTICLE II BEYOND SST SERVICES

- 2.1 Commencing on the Effective Date, Customer shall have the nonexclusive right, for the purposes and subject to the terms and conditions stated in this Agreement, for Customer’s Authorized Users to obtain access to and use of BEYOND SST at [www.BeyondSST.org](http://www.BeyondSST.org).
- 2.2 BEYOND SST is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.
- 2.3 Implementation Steps and Timelines: The following steps, Implementation Meeting, Dataload and

Training will be undertaken to implement use of BEYOND SST by the Customer after the Effective Date of this Agreement. See Appx “C” for Implementation Timeline Agreement.

## 2.4 Implementation Meeting

(a) This mandatory planning meeting may be held at the Customer’s location, and must be held within 120 days of the Effective date of this contract, unless specific arrangements have been made to do otherwise.

(b) Specific due dates for data submission and System Manager/SST Coordinator Training will be established at the Implementation Meeting, using the form set forth in Appendix “C”. Failure by the Customer to supply data by the dates established may result in additional fees and cancelled or delayed trainings.

## 2.5 Customer Data Submission and Loading

(a) Customer submits to Provider the Customer Data for loading which meets the Beyond SST data structure specifications requested by Provider.

(b) Customer Data shall be submitted on provided Excel templates and shall be complete for all participating districts noted on Appx. B.

(c) Files for all participating districts will be merged rather than being submitted by individual participating districts.

2.6 Dataload Phase 1, District and Schools. The following Phase 1 Dataload files are to be provided by Customer for loading no later than 15 days from the Implementation Meeting Date.

(a) Verify or supply details of all districts participating under this agreement, listed on Appx. B

(b) Verify or supply details of all schools within the districts that are participating under this agreement, listed on Appx. B

2.7 Dataload Phase 2, Authorized Users. The following Phase 2 Dataload files are to be provided by Customer for loading no later than 30 days from the Implementation Meeting Date.

(a) All authorized SELPA Level users (Optional)

(b) All authorized District Level users for each district participating under this agreement, listed on Appx. B

(c) All authorized School Site level users including Administrative/Clerical and SST Coordinators for each participating school from each district participating under this agreement, listed on Appx B

(d) All authorized Teacher Level users for each participating school from each district participating under this agreement, listed on Appx. B

2.8 Dataload Phase 3, Student Files. The following Phase 3 Dataload files are to be provided by Customer for loading no later than 35 days from the Implementation Meeting Date, and no later than 15 working days before the first System Manager Training date.

(a) To the best of their ability client shall provide a listing of students who currently have an active 504 plan, an active SST and any students who are being considered for an SST or are receiving early interventions in the classroom.

NOTE: This dataload does not include every district student.

(b) Any teachers included on the Student File must also be submitted on the Teacher file in Phase

2.9 Delays and Subsequent Dataloads. In the event the data submission deadline falls on a weekend or holiday, the data will be deliverable on the first workday after. Any dataloads subsequent to the established Phase 1, 2 and 3 dates may be subject to additional fees. In the event that Customer delays the submission of student data, authorized user information or district/school data more than one (1) time beyond an agreed upon submission date, Customer may be billed a penalty of Seven Hundred Fifty Dollars (\$750.) per day for each day of delay. Provider retains the right to refuse to do any loading of data provided after training has begun.

NOTE: Any data submitted to Provider that does not match data structure specifications requested by Provider may be subject to a new agreement. Loading of any additional Student Data other than what is provided on the Excel Dataload file templates may also be subject to a new agreement.

2.10 Training: Provider will make every effort to accommodate Customer's desired training dates, however trainings are scheduled based on availability of Provider staff.

Under this Agreement, Provider will provide four (4) Training Units, including at least one (1) unit of System Management/SST Coordinator Training. Additional training units may be purchased (subject to availability of schedule).

2.11 System Management/SST Coordinator Level Training.

2.12 Teacher Training (Direct or Training of Trainers).

2.13 System Management Level Training - To be held within 60 days of the Implementation Meeting and within 120 days of the Effective Date.

(a) The System is considered "Launched" (System Launch Date) on the date of the System Management Training,

(b) To be scheduled by the Customer no more than 20 days before the beginning of Teacher Level Training.

(c) Sessions will last approximately six hours with groups of 20 to 25 users.

(d) System Management Level Training must be completed prior to Teacher Training.

2.14 Teacher Training, TOT or Direct

(a) To be scheduled by the Customer no more than 20 days after the System Management training.

(b) Unless a different agreement is made between Customer and Provider at the Implementation Meeting, Teacher Trainings are to be scheduled to begin no more than 20 days after System Management training.



(c) Teacher TOT sessions last approximately 6 hours with groups of 20-25 users

#### 2.15 Hosting, Enhancement and Maintenance.

(a) BEYOND SST will be hosted for the Customer for a period of thirty-six (36) months commencing with the System Launch Date.

(b) Customer can choose to use any forms currently available in the system for no extra charge for programming or maintenance fee increases, as long as the forms are used as-is with no changes.

(c) Help Desk Services: Both telephone and online Help Desk service will be provided for the duration of this Agreement. Help Desk hours are Monday through Friday 8:00 a.m. through 5:00 p.m., excluding Provider's holidays. During these hours, Provider shall endeavor to respond to Help Desk inquiries within 24 hours of receipt (weekends and holidays excluded).

(d) It is anticipated that enhancements to BEYOND SST will be ongoing.

2.16 It is understood and agreed that maintenance may be required from time to time and Provider will endeavor to provide Customer with reasonable prior notice of such maintenance by posting such notice on the home page of BEYOND SST. It is also understood that emergency maintenance may be required and, in such case, prior notice of such maintenance will not be provided to Customers.

### ARTICLE III LICENSE FEE AND PAYMENT TERMS

3.1 **License Fee:** In consideration for the license to obtain access to and use BEYOND SST as provided herein, Customer agrees to pay Provider the License and Set Up Fees as specified in Appendix "A" and calculated based on the most recent CBEDS enrollment count reported to the state of California for the Customer and any related entities listed in Appendix "B", as of the current fiscal year. Provider reserves the right to charge the Provider's standard implementation fee should the Customer agree to a new Agreement at a later date.

#### 3.2 **Payment Terms:**

(a) Customer shall be invoiced for the Year One License Fee and Setup Fee upon the Provider's initial receipt of Customer Data for the amount of Twelve Thousand, Six Hundred and Fifty-Six Dollars (\$12,656.00)

(b) Customer shall be invoiced for the Year Two License twelve (12) months after the Year One License Fee invoice date for the amount of Ten Thousand, One Hundred and Twenty-Five Dollars (\$10,125.00)

(c) Customer shall be invoiced for the Year Three License twenty-four (24) months after the Year One License Fee invoice date for the amount of Ten Thousand, One Hundred and Twenty-Five Dollars (\$10,125.00)

(d) Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of invoices.

NOTE: 10% Discount applied.

## **ARTICLE IV TERM AND TERMINATION**

- 4.1 This Agreement shall be in effect between the Provider and the Customer beginning with the Effective Date and terminating twenty-six (26) months from the Effective Date. (“Initial Term”). The Initial Term may be extended pursuant to written agreement between Provider and Customer.
- 4.2 In addition to the right to terminate pursuant to Article XII, either Provider or Customer may terminate this Agreement upon at least thirty (30) days prior written notice to the other party, with such termination under this Section 4.2 to be effective at the end of the current period for which Customer has paid License Fees when the notice of termination is provided.
- 4.3 The provisions under which this Agreement may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

## **ARTICLE V CONTENT AND USE OF BEYOND SST**

- 5.1 The Customer shall have the right to provide Customer Data to Provider for inclusion in BEYOND SST as follows:
- (a) Customer is authorized to submit Customer Data to BEYOND SST. By submission of Customer Data to Provider, Customer grants Provider a nonexclusive, royalty-free license to include the Customer Data in Provider’s BEYOND SST for use by Customer’s Authorized Users of BEYOND SST, with such use to include, but not be limited to copying, displaying, modifying, and preparation of reports under the terms and conditions of this Agreement.
  - (b) Customer hereby warrants and represents that such Customer Data does not violate any intellectual property rights or privacy rights of third parties. Customer hereby agrees to indemnify, defend and hold harmless Provider from any and all liability associated with Provider’s inclusion of Customer Data in BEYOND SST. Customer further assumes sole responsibility for compliance with all intellectual property and privacy laws by any Authorized Users of the customer.
  - (c) Customer shall have the right to possession of its Customer Data and Ownership and Control of Customer Data, Including Pupil Records. At all times during the term of this Agreement and after the expiration or earlier termination of this Agreement as set forth in Section 4.2, all Pupil Records remain the exclusive property of Customer and Customer retains exclusive rights, ownership and control thereto.
  - (d) Use of Pupil Records. Provider shall not use any Pupil Records to which it has access by way of this Agreement for any purpose other than those required or specifically permitted by this Agreement.
  - (e) Review and Correction of Pupil Records. A Parent or Adult Pupil may review his/her Pupil Records that are retained, stored, hosted, accessed or used by Provider by

making a request in writing to Customer for access to the subject Pupil Records. Subject to Customer verification of identity, approval of disclosure and redaction of any Personally Identifiable Information of a Pupil other than the Pupil of the Parent or Adult Pupil, who is making the request, Customer will direct Provider to provide access to any/all requested Pupil Records within five (5) business days or as otherwise required by law, by issuing the Parent or Adult Pupil a temporary user name and password to log on to the Provider's software/information system to review the requested Pupil Records. This time frame may be extended by written consent of the Parent or Adult Pupil. A Parent or Adult Pupil may submit written corrections to Pupil Records retained, stored, hosted, accessed or used by Provider to Customer. Customer shall have exclusive authority over Provider with respect to authorizing disclosure of Pupil Records pursuant to this Agreement.

(f) A Parent or Adult Pupil may correct erroneous information identified upon review of Pupil Records by making a written request to Customer. Subject to Customer's verification of identity and approval of such a request to correct the erroneous information, Customer shall notify Provider of the approved request and direct Provider to correct the erroneous information. Provider will not make any modification to Pupil Records unless specifically directed to do so by Customer. Provider shall direct all requests to review and/or correct erroneous information to Customer through the following contact information:

Name: Marianne Masino  
 Phone Number: (760) 230-8623  
 Email: mmasino@californiaops.org  
 Address: 33272 Valle Road, San Juan Capistrano, CA 92675

- 5.2 Targeted Advertising Prohibited. Provider shall not use any Customer Data, including Pupil Records, to engage in targeted advertising during the term of this Agreement, and this provision survives the termination of this Agreement.

## **ARTICLE VI PROVIDER'S PROPRIETARY RIGHTS IN BEYOND SST/NONDISCLOSURE**

- 6.0 Customer acknowledges that BEYOND SST is the property of the Provider and that the value of BEYOND SST is in part determined by the Provider's ability to limit access to and use of BEYOND SST.

6.1 Except as specifically allowed in this Section 6.2, Customer agrees not to disclose or make available to any third party any of Provider's proprietary property to which Customer is granted access pursuant to this Agreement, including, without limitation, manuals and instructions for operation of BEYOND SST, knowledge of operating methods, Passwords, Personal User Identification, and the names and designations of any equipment comprising the system. Customer may grant, to a Third Party Service Provider, access to Provider's proprietary property described in this Section 6.2 on the condition that the Third Party Service Provider agrees to comply with the Customer's obligations under this Agreement.

6.2 To further protect the Provider's proprietary rights in BEYOND SST, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each

Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement and require each Authorized User to maintain those obligations. Each Authorized User shall agree to the Terms of Use required of all users of the website before accessing the BEYOND SST website.

6.3 Customer's Authorized Users are prohibited from accessing or using BEYOND SST for any purpose other than to serve the Customer in connection with this Agreement. If an Authorized User uses BEYOND SST for any unauthorized purpose, the use shall be deemed a breach of this Agreement.

6.4 BEYOND SST and all supporting documentation shall remain the property of the Provider, excluding Customer Data, which includes Pupil Records, provided by Customer.

## **ARTICLE VII PROTECTION OF PRIVATE CUSTOMER DATA**

7.1 Customer and Provider recognize that some Customer Data contains Pupil Records and are confidential pursuant to relevant federal and state law, including but not limited to 20 USC section 1232(g) and Education Code sections 49060, *et seq.* Both Customer and Provider certify they will each abide by all applicable state and federal laws concerning Pupil Records.

7.2 Customer shall inform each Authorized User of the need to protect Customer Data containing Pupil Records. Customer agrees not to disclose or make available to any third party any Pupil Records to which Customer's Authorized users are granted access pursuant to this Agreement.

7.3 To further protect Customer Data, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement, and will require each Authorized User to maintain those obligations.

7.4 Any failure by an Authorized User to protect Pupil Records shall be deemed a breach of this Agreement.

7.5 All Customer Data, including Pupil Records shall remain the property of Customer.

7.6 Security and Confidentiality of Pupil Records. Provider will do the following to ensure the security and confidentiality of Pupil Records:

(a) Designate an employee responsible for the training and compliance of all Provider employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.

(b) Provider will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.

(c) Provider has designated an individual responsible for training Provider employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.

(d) Provider shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.

(f) Provider shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of Customer and/or Pupils.

(g) Provider warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Provider, if any, to execute the terms of this Agreement.

(h) Provider warrants that all Pupil Records will be encrypted in transmission and storage.

(i) Provider will use appropriate and reliable storage media, which shall include weekly backup of all input provided by Customer and offsite storage of backup material for a 30-day period.

7.7 Unauthorized Disclosure Notifications. In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:

(a) Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Provider agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.

7.8 Parent or Adult Pupil will be immediately notified of:

(a) The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);

(b) The specific Pupil Records that were used or disclosed without authorization;

(c) What Provider and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and

(d) What corrective action Provider and Customer have taken or will take to prevent future occurrences.

7.9 Except as otherwise required by law, Provider will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.

7.10 Compliance with Applicable Laws. Customer Data, includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). Provider recognizes that as a county office of education and public entity, Provider is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to Customer through this Agreement. The Parties agree that the services provided to Customer through this Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California

law, including but not limited to Education Code section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:

Provider and Customer warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. and have designated an individual responsible for ensuring compliance therewith.

Provider and Customer shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.

By the signature of its authorized representative or agent below, Provider hereby acknowledges that Customer has provided notice under Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Provider is strictly prohibited from disclosing Pupil Records from Customer to any third party without the prior written consent and direction to authorize disclosure by Customer.

Within thirty (30) days of the effective date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, Provider warrants that it will securely transmit all Customer Data, including Pupil Records, to Customer in ASCII delimited file format or other mutually agreed format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Provider will securely destroy all Customer Data, including Pupil Records, upon termination of this Agreement. Provider will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed pursuant to Customer's written request, the date of destruction and the method of destruction.

## **ARTICLE VIII PERSONAL USER IDENTIFICATION AND PASSWORD PROVIDED**

8.1 Customer's Authorized Users shall gain access to BEYOND SST via the Internet through the Authorized Users' Personal User Identification and Password.

8.2 Immediately following the initial data loading of Authorized Users, Customer shall assume sole responsibility for the management of Personal User Identification and Passwords for all Customers' Authorized Users. The Customers' Administrative Contact, or designee at either the SELPA or school district level, shall be responsible for ensuring that Personal User Identification and Passwords are provided only to Authorized Users and for managing, disabling or authorizing new Authorized Users Personal User Identification and Passwords.

## **ARTICLE IX PASSWORD USE AND SECURITY**

9.0 Customer agrees to assume sole responsibility for the security of the Passwords issued to it. Customer is solely responsible for disabling lost or stolen Passwords and Personal User Identification and for disabling user accounts that are no longer active.

## **ARTICLE X LIABILITY FOR FAILURES OR DELAYS**

10.1 Customer agrees that Provider shall not be liable in any way for any delays or failures in



performance or for any interruption of Provider's service and further agrees to indemnify and hold Provider harmless from any loss or claims or loss arising out of the use of Provider's service or any materials provided under this Agreement.

## **ARTICLE XI WARRANTY DISCLAIMER**

**11.1 PROVIDER MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. PROVIDER ASSUMES NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER. CUSTOMER AGREES THAT PROVIDER SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS AGREEMENT, EVEN IF CUSTOMER HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.**

## **ARTICLE XII DEFAULT**

12.1 Events Of Default. This Agreement may be terminated by the nondefaulting party if any of the following events occur: (1) if a party materially fails to perform or comply with this Agreement or any provision hereof; (2) if a party becomes insolvent or admits in writing its inability to pay its debts as they mature, or makes an assignment for the benefit of creditors; (3) if a petition under any foreign, state or United States bankruptcy act, receivership statute, or the like, as they now exist, or as they may be amended, is filed by a party; or (4) if such a petition is filed by any third party, or an application for a receiver is made by anyone and such petition or application is not resolved favorably within ninety (90) days.

12.2 Obligations On Termination By Default. Within ten (10) days after termination of this Agreement, Customer shall cease and desist use of BEYOND SST. Provider reserves the right to disable any and all Passwords issued to Customer upon Customer's default herein.

## **ARTICLE XIII NOTICES**

13.1 All notices, authorizations, and requests in connection with this Agreement shall be deemed given (i) five (5) days after being deposited in the U.S. mail, postage prepaid, certified or registered, return receipt requested; or (ii) one (1) day after being sent by overnight courier, charges prepaid, with confirming fax; and addressed as first set forth below or to such other address as the party to receive the notice so designates by written notice to the other party.

### **Provider**

Name: San Joaquin County Office of Education  
Attn: Johnny Arguelles  
Director, CodeStack

Address: P.O. Box 213030  
Stockton, CA 95213

### **Customer**

Name: California Online Public Schools  
Attn: Richard Savage,  
Superintendent, CalOPS

Address: 33272 Valle Road  
San Juan Capistrano, CA 92675



Phone: (209) 468-5924  
Fax: (209) 468-9235

Phone: (800) 906-5166  
Fax: (949) 240-7895

#### **ARTICLE XIV INDEMNITY**

14.1 In addition to the provisions stated above in Article V, X and XI, Customer agrees to defend, indemnify and hold harmless Provider and its Board of Education, Board members, directors, officers, employees and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and any other expenses arising out of or on account of any third party claim resulting or arising from Customer's use of BEYOND SST, or Customer's breach of any terms of this Agreement either by intentional misconduct or negligence of Customer's directors, officers, employees or agents.

#### **ARTICLE XV GOVERNING LAW, JURISDICTION AND VENUE**

15.1 The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the state of California.

15.2 The California state court, County of San Joaquin, shall have exclusive jurisdiction and venue over any dispute arising out of this Agreement, and Customer hereby consents to the jurisdiction of such courts.

#### **ARTICLE XVI SEVERABILITY**

16.1 If any provisions of this Agreement shall be held to be invalid, legality and enforceability of the remaining provisions shall not be in any way affected or impaired thereby.

#### **ARTICLE XVII NON ASSIGNABILITY**

17.1 This Agreement shall be binding upon, inure to the benefit of the parties hereto and their respective successors and assigns; provided, however that the rights and benefits conferred upon Customer hereunder may not be assigned or otherwise transferred by Customer without prior written consent of the Provider.

#### **ARTICLE XVIII ENTIRE AGREEMENT**

18.1 This Agreement embodies the entire understanding of the parties and supersedes all previous communications, representations, or understandings, either oral or written, between the parties relating to the subject matter herein.

#### **ARTICLE XIX MODIFICATIONS**

19.1 This Agreement may not be supplemented, modified, amended, released or discharged except by an instrument in writing signed by each party's duly authorized representatives.

## ARTICLE XX NON WAIVER OF RIGHTS

20.1 Customer and Provider agree that no failure to exercise and no delay in exercising any right, power, or privilege on the part of either party shall operate as a waiver of any right, power or privilege under this Agreement. Customer and Provider further agree that no single or partial exercise of any right, power, or privilege under this Agreement shall preclude further exercise thereof.

### CONTRACTOR/CONSULTANT to Provide Insurance

CONTRACTOR/CONSULTANT shall not commence any work before obtaining and shall maintain in force at all times during the term and performance of this Agreement, to the extent required by law, the policies of insurance specified below.

1. I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of the contract.
2. Comprehensive General Liability Insurance in the amount of \$
3. CONTRACTOR/CONSULTANT must provide a certificate of insurance prior to beginning any work under this Agreement Yes ☐ N/A ☐
4. If student contact shall occur, the Certificate of Insurance must show liability coverage in the amount of \$ for Child Abuse, Child Molestation and or Sexual Abuse. No coverage will be accepted without these declarations.
5. By signing this Agreement CONTRACTOR/CONSULTANT confirms that all requirements of the section have been met.
6. The insurance shall name the Superintendent, the County Board of Education, officers or employees as the additional named insured in the policy.

### SJCOE Project Manager Fingerprinting Certification:

By signing this agreement, the SJCOE project manager hereby certifies that the **CONTRACTOR/CONSULTANT** for this project will have contact with students as indicated below:

- ☐ CONTRACTOR/CONSULTANT will have NO contact with students.
- ☐ CONTRACTOR/CONSULTANT will have contact with students only in the immediate presence of an SJCOE staff member.
- ☐ CONTRACTOR/CONSULTANT will have unsupervised contact with students. Please complete the Contractor Certification information.

IN WITNESS WHEREOF, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

Provider

SAN JOAQUIN COUNTY OFFICE OF  
EDUCATION SCHOOL

By: 

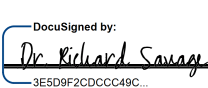
Name: Johnny Arguelles

Title: Director, CodeStack

Date: 05/20/2024

Customer

CALIFORNIA ONLINE PUBLIC  
SERVICES

By: 

Name: Richard Savage

Title: Superintendent, CalOPS

Date: 5/16/2024

**APPENDIX “A”**

**2024 FEE SCHEDULE**

**ANNUAL LICENSE AND MAINTENANCE FEES:**

|         |   |
|---------|---|
| SST/504 | <p>\$1.25 per Student Based on CBEDS ADA (\$2,500 Min.)<br/>*API/SFTP Integration Annual Fee and E-Sign Included</p> <p>Year 1 Setup Fee 25% of ADA (\$2,500 Min.)<br/>Setup Fee Covers Implementation, Data Load and 4 Training Sessions</p> |
|---------|---|

**APPENDIX “B”**

**ALL PARTICIPATING DISTRICTS COVERED UNDER THIS AGREEMENT**

**TOTAL NUMBER OF DISTRICTS: 1**

**TOTAL STUDENT COUNT FOR COMBINED DISTRICTS: 9,000**

| ENTITY NAME                      | STARTING ADA COUNT |
|----------------------------------|--------------------|
| CALIFORNIA ONLINE PUBLIC SCHOOLS | 9,000              |
|                                  |                    |
|                                  |                    |
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Initial Below:

Provider: \_\_\_\_\_

Customer: \_\_\_\_\_

**APPENDIX “C”**  
**IMPLEMENTATION TIMELINE AGREEMENT**

Customer will receive a copy of this form at or before the Implementation Meeting.

At the Implementation Meeting timelines will be established for each phase of the implementation.

\*\* Any variation of training timeline must be agreed to by Customer and Provider at the Implementation Meeting.

Missed deadlines may result in delayed trainings and additional fees.

| Event  | Date |
|--|------|
| <b>Effective Date</b><br>This is the date of the Customer signature on this agreement.   |      |
| <b>Implementation Meeting Date</b><br>Must be within 60 days of the Effective Date   |      |
| <b>Phase 1 District and School Data Verification/Submission</b><br>Must be within 15 days of the Implementation Meeting Date   |      |
| <b>Phase 2 System Users Data Submission</b><br>Must be within 30 days of the Implementation Meeting Date   |      |
| <b>Phase 3 Student Data Submission</b><br>Must be within 35 days of the Implementation Meeting Date At least 15 working days before the System Management Training   |      |
|  |      |
| <b>System Management &amp; SST Coordinator Training Date</b><br>Must be within 60 days of the Implementation Meeting Date<br>Must be within 180 days of the Effective Date<br>** Within 20 days before Teacher Training begins |      |
| Teacher Training   |      |
| Teacher Training   |      |
| Teacher Training   |      |

| NEW CONTRACTS                             |                             |
|---|-----------------------------|
| 2023-24 SERVICE PROVIDERS/VENDORS         | Contract Status             |
| Language Line Services, Inc.              | FULLY EXECUTED<br>3/28/2024 |
| Mindful Neuron Psychological Services, PC | FULLY EXECUTED<br>4/4/2024  |





# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

|  |                           |
|--|---------------------------|
| Client Name ("Customer"): <b>California Online Public Schools – OPI Per CA Multiple Award Schedule (CMAS) 4-23-06-1037</b> | Client # (if applicable): |
|--|---------------------------|

This Statement of Work is subject to the Master Service Agreement between Customer and Language Line Services, Inc. ("LanguageLine"). This document is the sole document that reflects pricing for these services and must be signed by an authorized representative from the Customer. Pricing is only approved upon a signature by an authorized officer of LanguageLine. Pricing changes, if any, will be reflected on next month's invoice.

1. LANGUAGELINE PHONE INTERPRETING

1.1. SCOPE OF WORK

- (a) **DESCRIPTION OF SERVICES.** LanguageLine will provide qualified and trained interpreters for Phone Interpreting to facilitate effective communication between Customer's service providers and Limited English Proficient (LEP) individuals by converting spoken language statements between English and another language.
- (b) **SERVICE DELIVERY.** Services are delivered on-demand via telephone, as initiated by Customer's service providers and invoiced monthly following service delivery. Services are available twenty-four (24) hours a day; seven (7) days a week; 365 days a year, including holidays, in over 240 spoken languages.

1.2. PHONE INTERPRETING FEES

- (a) **INITIAL ENROLLMENT** including Client Identification ("CID") service accounts ..... Waived
- (b) **ADDITIONAL SERVICE ACCOUNTS** after initial enrollment, per CID ..... Waived
- (c) **MONTHLY MINIMUM** per CID ..... Waived
- (d) **PLATFORM ACCESS FEE** per call ..... Waived
- (e) **THIRD PARTY DIAL OUT FEE** per call ..... Waived
- (f) **TELECOMMUNICATION SURCHARGE** in accordance with the Telecommunications Act of 1996 ..... Waived
- (g) **OPTIONAL INTERPRETER APPOINTMENT AT SPECIFIC TIME.** See 1.2(h) for Per Minute Usage Fees. No additional fees apply to schedule an interpreter appointment. Cancellation fee for any cancelled or missed appointment ..... \$200.00
- (h) **PER MINUTE USAGE FEES** for LanguageLine Phone and InSight Audio Interpreting

| Language Tiers | Languages  | Per Minute Charge |
|----------------|--|-------------------|
| 1              | Spanish  | \$0.94            |
| 2              | Chinese (Mandarin and Cantonese), French, Japanese, Korean, Russian, and Vietnamese  | \$0.94            |
| 3              | Armenian, German, Haitian Creole, Italian, Cambodian (Khmer), Polish, and Portuguese | \$0.94            |
| 4              | Farsi, Tagalog, Thai, Urdu, and all other languages                                  | \$0.94            |

1.3. PHONE INTERPRETING EQUIPMENT

- (a) **OPTIONS AND DEFINITIONS.** Equipment purchase and lease options are available for the equipment identified below for use with the Phone Interpreting services. All Equipment requests must be submitted in writing over the term of this Agreement and the appropriate fees will apply.
- (b) **PHONE INTERPRETING EQUIPMENT LEASE FEES.** A monthly lease fee per unit applies, and the Equipment remains the property of LanguageLine. The monthly fee covers the cost of equipment programming and providing any necessary replacements and maintenance.
  - 1Solution™ Analog Dual Handset Phone ..... \$4.50
  - 1Solution Dual Handset IP Phone ..... \$12.50



Statement of Work

LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

- (c)

Panasonic® Cordless Phone with Dual Handsets ..... \$10.50

**PHONE INTERPRETING LEASED EQUIPMENT ADDITIONAL TERMS.** Upon the termination of the Agreement, Customer shall, at its cost, return the Equipment to Language Line Services within thirty (30) days following the termination date. Customer acknowledges that ownership of the Equipment remains with Language Line Services, and that the Equipment must be returned upon the termination of the Agreement. If Customer fails to return the Equipment to Language Line Services within the 30-day period, Language Line Services may invoice Customer \$175.00 per each equipment item not returned and Customer agrees to pay that invoice within thirty (30) days of the invoice date.
- (d)

**PHONE INTERPRETING EQUIPMENT PURCHASES.** The following Equipment is available for purchase from LanguageLine during the life of the agreement. Upon depletion of current Equipment models and release of new Equipment models, updated pricing will automatically apply. Purchased equipment is covered by a one-year replacement warranty from the manufacturer. Standard rates at the time of purchase will apply. If applicable, proof of sales tax exemption must be provided to TaxDepartment@languageline.com and Activations@languageline.com. Details will be available from your Account Executive.

1Solution Analog Dual Handset Phone ..... \$60.00

1Solution Dual Handset IP Phone..... \$150.00

Panasonic Cordless Phone with Dual Handsets ..... \$85.00

Panasonic Headset ..... \$25.00

Handsets ..... \$10.00

Handset Splitters (price per unit)..... \$6.00

Wall Splitters (price per unit)..... \$6.00

2. LANGUAGELINE INSIGHT VIDEO INTERPRETING

2.1. SCOPE OF WORK

- (a)

**DESCRIPTION OF SERVICES.** LanguageLine will provide qualified and trained interpreters for InSight Video Interpreting to facilitate effective communication between Customer's service providers and Limited English Proficient (LEP) individuals by converting spoken or signed language statements between English and another language. Equipment purchases are optional.
- (b)

**SERVICE DELIVERY.** Services are delivered on-demand via a native iOS or Android Application (the "App") or a Mac/PC using a Chrome, Edge, or Firefox browser. Each call has full end-to-end encryption ensuring privacy. Services are available 24/7 for ASL, Spanish, Mandarin, Arabic, Polish, Cantonese, French, Korean, Portuguese, Vietnamese and Russian, and during business or extended business hours for 30 or more additional languages of lesser diffusion.

2.2. INSIGHT VIDEO INTERPRETING FEES

- (a)

**ACTIVATION** ..... Waived

☐ Monthly Service Fee applied per Client Identification ("CID") service account based on the total number of activated devices:

Up to 10 Activated Devices ..... \$30.00/month

Up to 100 Activated Devices ..... \$75.00/month

101+ Activated Devices..... \$200.00/month

**OR**

☐ One-time Activation Fee applied per Customer for unlimited activated devices ..... \$2,500.00/one-time fee
- (b)

**PER MINUTE USAGE FEES** for LanguageLine InSight Video Interpreting

| Language Tiers | Languages     | Per Minute Charge |
|----------------|---------------|-------------------|
| 1              | Sign Language | \$2.95            |
| 2              | Spanish       | \$1.85            |



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

| Language Tiers | Languages              | Per Minute Charge |
|----------------|------------------------|-------------------|
| 3              | Other Spoken Languages | \$1.95            |

2.3. INSIGHT VIDEO INTERPRETING EQUIPMENT

- (a) **OPTIONS AND DEFINITIONS.** Equipment purchase (“Customer-Owned”) and lease (“LanguageLine-Owned”) options are available for the equipment identified below for use with InSight Services (collectively, the “Equipment”). All Equipment requests must be submitted in writing over the term of this Agreement and the appropriate fees will apply.
- LanguageLine-Owned: Leased by the Customer from LanguageLine.  
Customer-Supplied: Purchased by the Customer from a supplier other than LanguageLine.  
Customer-Owned: Purchased by the Customer from LanguageLine.
- (b) **INSIGHT EQUIPMENT LEASE FEES.** A monthly lease fee per unit applies, and the Equipment remains the property of LanguageLine (“LanguageLine-Owned”).
- iPad and LanguageLine Rolling Cart ..... \$75.00/month  
iPad and Table Top Stand.....\$45.00/month
- (c) **INSIGHT EQUIPMENT PURCHASES.** The following Equipment is available for purchase from LanguageLine during the life of the agreement (“Customer-Owned”). Upon depletion of current Equipment models and release of new Equipment models, updated pricing will automatically apply. Purchased Equipment is covered by the following replacement warranties from the manufacturers: (i) iPads: 1-year; (ii) LanguageLine Rolling Cart: 3 years standard warranty, plus an additional 1 year on all mechanical items except wheels; and (iii) Table Top Stands: 1-year. Standard rates at the time of purchase will apply. If applicable, proof of sales tax exemption must be provided to TaxDepartment@languageline.com and Activations@languageline.com. Details will be available from your Account Executive.
- 32GB 8th Generation iPad (10.2-inch, Wi-Fi Only) with Screen Protector (iPad Model: MHNG3LL/A or MYLA2VC/A)..... \$425.00  
128GB iPad Pro (12.9-inch, Wi-Fi Only) with Screen Protector (iPad Model: MY2J2LL/A) ..... \$1,250.00  
10.2-inch Screen Protector (Model: SP-AGF-APL-ID2019-2 or AWV102GL) ..... \$15.00  
12.9-inch Screen Protector (Model: AWV330GL) ..... \$40.00  
LanguageLine Rolling Cart with 10.2-inch LanguageLine TrueSound<sup>SM</sup> (Model: 478-00197) ..... \$1,195.00  
Table Top Stand with Enclosure (Models: 303W75-LL/185-01065, 303W299PSENW-LL or 303W290SENW-LL) ..... \$275.00  
Table Top Stand without Enclosure (Models: 303W-LL or 303W75-LL) ..... \$145.00  
LanguageLine TrueSound® Enclosure for 10.2-inch iPad (Models: 185-00999 or 185-01064)..... \$195.00  
12.9-inch Non-TrueSound iPad Enclosure (Models: 290SENW-LL or 299PSENW-LL) ..... \$130.00

2.4. ADDITIONAL TERMS AND CONDITIONS FOR INSIGHT VIDEO INTERPRETING

- (a) **TERMS REGARDING SOFTWARE APPLICATION.** The InSight video interpretation Services (the “Services”) are provided by LanguageLine through a proprietary desktop and/or tablet Application owned by LanguageLine (the “App”). The App must be downloaded by Customer to Customer-Supplied or Customer-Owned devices to use the Services (see Subsection (g) below for additional terms). The App is pre-installed and configured on LanguageLine-provided leased Equipment (see Subsection (h) below for additional terms). Customer agrees (a) that it will not make any copies of the App or attempt to reverse engineer it or make any changes to it; (b) that it will only download the App onto any iPad, tablet, or other digital computer device that is (i) Customer-Owned, (ii) LanguageLine-Owned, or (iii) purchased by Customer from an authorized seller of such devices, excluding other language services providers. Further, Customer will not use any iPad, tablet, or other digital computer device on which the InSight App is installed with any equipment provided by other language service providers; and (c) that the following uses of the Services are prohibited: the

# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

- transmission of any message or other material which constitutes an infringement of any third party copyright or trademark; an unauthorized disclosure of a trade secret; the transfer of information or technology abroad in violation of any applicable export law or regulation; a violation of Section 223 of the Communications Act of 1934, as amended, 47 U.S.C. Section 223, or other criminal prohibitions regarding the use of telephonic or video devices to transmit obscene, threatening, harassing or other messages specified therein; a libelous or slanderous statement; or a violation of any other applicable statute or government regulation.
- (b) **INTELLECTUAL PROPERTY.** Customer acknowledges and agrees that all rights including copyright throughout the world in the App, in the LanguageLine TrueSound, Notepad™, InSight, and Interpreter on Wheels trademarks (collectively, the “Trademarks”), and in the issued patents and pending patents relating to the Equipment, are exclusively owned by LanguageLine, and that neither this Agreement, nor Customer’s use of the Services, the App or the Equipment grants to Customer any right, title, or interest in or to the Services, the Equipment, the App, the Trademarks, or any of the other technology, systems, processes or other aspect of the Services, including but not limited to any intellectual property rights therein (collectively, the “LanguageLine Properties”). Customer expressly agrees that it shall not assert any rights in any of the LanguageLine Properties, or challenge LanguageLine’s rights in or the validity of any of the LanguageLine Properties in any country, nation, or jurisdiction in the world, and Customer agrees that it shall not directly or through others copy, decompile, reverse engineer, disassemble, modify, or create derivative works of the App, or any aspect thereof. Customer agrees that this Paragraph shall survive the expiration of this Agreement and will continue to apply after the Agreement ends.
  - (c) **ENCRYPTION.** Encryption is built into the App and the Services platform, ensuring the security of the live video as it traverses the Internet. This encryption allows LanguageLine to fulfill its obligation under any Customer Business Associate Agreement (“BAA”) with respect to the Services. LanguageLine does not record any phone or video calls and therefore has no record of the call content. With respect to the App’s electronic Notepad™ function, written information relayed during the call is encrypted. As with the live video, no recording or storing is made of information written on the Notepad™ and therefore this information cannot be retrieved after the call’s completion.
  - (d) **RESPONSIBILITY FOR UNAUTHORIZED USE.** Customer will safeguard its use of the Services against use by unauthorized persons and will be responsible for charges resulting from use of its Services, whether or not such use is authorized.
  - (e) **AVAILABILITY OF SERVICES.** The Services may not be available at all times due to interruptions, technical problems, and/or system upgrades and maintenance. All interpreters provided in conjunction with the Services may not be available at all times and interpreters will be assigned solely by LanguageLine.
  - (f) **QUALITY CONTROL.** Customer acknowledges that LanguageLine from time to time will monitor calls made through the Service for purposes of quality control.
  - (g) **PURCHASED EQUIPMENT ADDITIONAL TERMS** (applies to the InSight App with Customer-Owned Equipment option only): Customer agrees that (a) the TrueSound patented technology and related audio equipment will not be used with any non-LanguageLine equipment/devices, and (b) the Equipment purchased from LanguageLine will not be used with or for any non-LanguageLine language interpretation services (including software and Apps).
  - (h) **LEASED EQUIPMENT ADDITIONAL TERMS:** Under this option, LanguageLine will lease Equipment mutually agreed upon by LanguageLine and Customer for the duration of this Agreement for a monthly fee. The Parties acknowledge and agree that this Equipment remains the sole property of LanguageLine and will be returned to LanguageLine, undamaged, upon termination of this Agreement, unless superseded by a purchasing agreement. The Parties agree that the Equipment will be used for the sole and exclusive purpose of the Services and may not be configured, fixed and/or altered for any other purpose without express prior written consent from LanguageLine. Customer may not use any leased Equipment or the InSight App with any equipment, app, software or language services provided (through purchase, lease or otherwise) by a language services provider



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

other than LanguageLine. LanguageLine will enroll LanguageLine-Owned iPads in LanguageLine's MDM (Mobile Device Management) system. As a condition of the lease on LanguageLine-Owned Equipment, location services must be enabled "on" at all times, with "Always Allow Location Access" selected within the Hub application. Customer agrees that Equipment will be kept only at the Customer locations listed in this Agreement, or as otherwise mutually agreed by LanguageLine and Customer in writing. From time to time, upon twenty-four (24) hours' notice to Customer, LanguageLine, during a Customer's regular business hours, may enter the Customer's premises where the Equipment is located to inspect and maintain Equipment. Customer hereby agrees to such inspection by LanguageLine and agrees to provide such support and cooperation as is requested by LanguageLine. Customer assumes and bears all risk of loss and/or damage of Equipment, other than normal wear and tear, from the time that Equipment is delivered until returned to LanguageLine following the expiration of this Agreement. Customer will be charged and agrees to pay for any lost, stolen, or damaged Equipment. LanguageLine reserves all rights and remedies to re-take possession of the Equipment if Customer fails to pay any undisputed invoiced amounts owed hereunder.

- (i) **LIMITED WARRANTIES FOR EQUIPMENT.** LanguageLine warrants that Equipment shall be free from defects in materials and workmanship, except that all warranties are waived if (i) the Equipment has been altered or modified or the App, Equipment or components thereof are used other than as authorized under this Agreement, or (ii) the Equipment has been used by a person or entity other than the Customer or other permitted users. LANGUAGELINE DISCLAIMS ANY AND ALL OTHER WARRANTIES, INCLUDING ALL IMPLIED AND EXPRESS WARRANTIES OF EVERY KIND AND NATURE. Customer agrees that the sole and exclusive remedy for breach of warranty, damages or loss relating to Equipment is limited to the repair or replacement of the Equipment. Customer waives any and all legal claims for damages in connection with the Equipment.

### 3. OTHER FEES


- 3.1. FINANCE FEE.** Finance fee is applied to any past due balance. Interest will accrue from the date on which payment is due at a rate equal to the lesser of 1.5% per month or the maximum permitted by applicable law.
- 3.2. OPTIONAL PAPER INVOICE.** Electronic invoices are provided at no charge. Paper invoice fee is applied if a paper invoice is required by the Customer..... \$1.75
- 3.3. OPTIONAL CUSTOMIZATIONS**
  - (a) Report configuration per hour \$250.00
  - (b) Report maintenance per month \$30.00
  - (c) Training assistance on site per day per training \$500.00
  - (d) Training materials development per hour \$179.00



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

The person signing this SOW on behalf of Customer certifies that such person has read, acknowledges, and understands all of the terms and conditions, and is fully authorized to execute this SOW on behalf of and bind the Customer to all its terms and conditions. Both Parties agree the delivery of the signed SOW by facsimile or e-mail or use of a facsimile signature or electronic signature or other similar electronic reproduction of a signature shall have the same force and effect of execution and delivery as the original signature, and in the absence of an original signature, shall constitute the original signature.

| Customer   | LanguageLine   |
|--|--|
| Date:3/27/24   | Date: March 28, 2024   |
| Signature:  | Signature: <div><div>DocuSigned by:</div><div>Bonaventura Cavaliere</div><div>BDC191FC317A43C...</div></div> |
| Name: LaChelle Carter  | Name: Bonaventura A. Cavaliere   |
| Title: Director of Finance   | Title: CFO   |





# Mindful Neuron Psychological Center, PC

"Nurturing Minds, Empowering Lives"

## Office

355 S. Grand Ave  
Suite 2450  
PMB# 2075  
Los Angeles, CA 90071

Dr. Heather A. Alvarado, Ph.D. PSY# 33884  
Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

## Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## Behavioral and Individual Counseling Services Service Agreement

This Service Agreement ("Agreement") is entered into between Mindful Neuron Psychological Center, PC ("Provider"), hereafter Mindful Neuron, PC, and California Online Public Schools ("Client") on April 1st of 2024.

On behalf of Mindful Neuron, PC, we are pleased to engage you in a service agreement. This letter agreement (the "Service Agreement") sets forth the terms and conditions whereby you agree for Mindful Neuron, PC to provide services within the California Online Public Schools (California Connections Academy).


This service agreement is enacted on 04/01/2024 and will end on the last day of the 2023-2024 Academic School year, 06/20/2024. If services would like to be continued past this time frame, then another service agreement will be initiated with a new time arrangement.

## Acknowledgement

The client is aware that Mindful Neuron, PC is not a nonpublic, nonsectarian agency (NPA) thus is not obligated to meet requirements and restrictions set forth by the district. Thus, Mindful Neuron, PC is not obligated to obtain or furnish commercial general liability coverage or supplemental liability coverage for sexual molestation or abuse. Additionally, Mindful Neuron, PC is not obligated to furnish or obtain workers' compensation insurance and commercial auto liability insurance.

Initial: 


The client acknowledges that Mindful Neuron, PC clinicians have professional liability coverage for the psychological services they provide the student.

Initial: 

The client acknowledges that clinicians providing services through Mindful Neuron, PC are under the direct supervision of Dr. Heather Alvarado, Ph.D., Chief Clinical Director of Mindful Neuron, PC and licensed clinical psychologist.

Initial: 

The client acknowledges that clinicians providing services are registered with the California Board of Psychology as registered psychological assistants/associates and will render services under the direct supervision of Dr. Alvarado.

Initial: 

## CONFIDENTIAL NOTICE

This document including any attachments is for the sole use of the intended recipient(s) and may contain confidential, exempt, and/or privileged information. Any unauthorized review, use, disclosure or distribution is prohibited under applicable law. If you are not the intended recipient, please contact the sender by email and destroy all copies of the original message. Thank you!





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Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

## Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## **Services**

The client understands that Mindful Neuron, PC will provide behavioral therapy and individual counseling services to student(s) within California Online Public Schools. Services may include, but are not limited to, individual counseling sessions, behavioral assessments, behavior management plans, and consultation with parent and school staff.

## **Scope of Work:**

Provider will work collaboratively with parent and school staff to identify students in need of behavioral therapy and individual counseling services. Provider will develop treatment plans and implement interventions tailored to each student's needs.

## **Schedule:**

Provider will establish a schedule for services in coordination with the school district and/or parent's request. Sessions will be conducted during school hours or at times agreed upon by both parties.

Sessions can be provided in-person or virtually based on student or family request. Determination for service delivery method will be based on Provider determination of student's status and request by student, parent, or guardian.

## **Confidentiality:**

Provider will maintain the confidentiality of all student information in accordance with applicable laws and ethical standards within the State of California. Information shared during counseling sessions will only be disclosed with the consent of the student or as required by law.

## **Treatment Progress:**

Provider will periodically provide treatment progress regarding student. The provider will maintain accurate records of session progress notes, however, will not disclose confidential information shared in session. Session progress notes are only meant to provide general goals, progress in treatment, and medical necessity for treatment. Thus, confidential information or detailed information that occurs in session will not be disclosed to the district.

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Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

## Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## **Payment:**

Client agrees to compensate Provider for services rendered at the rate of \$125 per hour for in-person or virtual sessions. Payment will be made **Monthly** based on the number of hours of service provided. Invoices will be submitted by Provider and payment is due within 30 days of receipt.

Client agrees to compensate Provider for scheduled services canceled or changed by student, parent, or guardian without 48-hour notice. Client will be charged 50% of the session fee (\$62.50) if 48-hour notice was not provided by student, parent, or guardian.

Client agrees to compensate Provider for emergency/crisis sessions charged at a rate of \$125 per hour.

## **Term and Termination:**

This Agreement shall commence on the effective date and continue until terminated by either party with **30** days' written notice. Either party may terminate this Agreement for any reason with written notice.

## **Governing Law:**

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

## **Entire Agreement:**

Client has read and understood the information provided in this Service Agreement. Client has had the opportunity to ask questions and clarify any concerns regarding the Service Agreement and responses and answers that were satisfactory and understandable.

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter.

## **CONFIDENTIAL NOTICE**

This document including any attachments is for the sole use of the intended recipient(s) and may contain confidential, exempt, and/or privileged information. Any unauthorized review, use, disclosure or distribution is prohibited under applicable law. If you are not the intended recipient, please contact the sender by email and destroy all copies of the original message. Thank you!



## Mindful Neuron Psychological Center, PC

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Dr. Heather A. Alvarado, Ph.D. PSY# 33884  
Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

### Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

---

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

Mindful Neuron Psychological Center, PC

Dr. Heather Alvarado, Ph.D., Chief Clinical Director

Date: 4/4/2024

California Online Public Schools (California Connections Academy)

Client Representative's Signature: \_\_\_\_\_

DocuSigned by:  
*Richie Romero, Ed.D.*  
\*\*\*\*\*

Printed Name: Richie Romero

Title: Deputy Superintendent

Date: 4/4/2024

### **CONFIDENTIAL NOTICE**

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# Coversheet

## Approval of Staffing Report (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items                         |
| <b>Item:</b>             | C. Approval of Staffing Report (attached) |
| <b>Purpose:</b>          | Vote                                      |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | CALOPS_Staffing Report_05.2024.pdf        |

## CALOPS Staffing Report

### New Hires

| Name | Area | Compensation | Bonus Potential | Start Date |
|------|------|--------------|-----------------|------------|
| N/A  | N/A  | N/A          | N/A             | N/A        |

### Departing Employees

| Name | Area | Last Day of Work | Reason for Leaving |
|------|------|------------------|--------------------|
| N/A  | N/A  | N/A              | N/A                |

### Promotion / Position Changes

| Name                  | Former Position    | New Position        | Compensation | Bonus Potential | Start Date |
|-----------------------|--------------------|---------------------|--------------|-----------------|------------|
| Shannon, Elizabeth K. | Teacher - Advisory | Teacher - Secondary | \$72,780.15  |                 | 05/16/2024 |

# Coversheet

## Approval of Expenditures over \$20k (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items   |
| <b>Item:</b>             | D. Approval of Expenditures over \$20k (attached)   |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | 23-24 CalOPS Over 20k Summary - June Board Meeting.pdf<br>Purchase_Orders_20k+_BoardDocs_June 2024.pdf<br>Invoices_Over_20k_BoardDocs_June2024.pdf<br>24-25 CalOPS Contract Renewals Summary - June Board Meeting.pdf<br>24-25 Supplemental_Program_Renewals_BoardDocs_June2024.pdf<br>24-25 Business_Vendor_Contract_Renewals_BoardDocs_June2024.pdf |

**CalOPS Purchase Orders Over 20k**

| Number      | Date      | Requestor      | Vendor   | Purpose                                      | Amount       |
|-------------|-----------|----------------|----------|--|--------------|
| 2023-24-102 | 5/6/2024  | Than/Britnie   | NWEA     | MAP diagnostic test for high school-24-25 SY | \$39,875.00  |
| 2023-24-103 | 5/22/2024 | Hilary/Britnie | Edmentum | PE courses for our HS for the 24-25SY.       | \$210,000.00 |

**CalOPS INVOICES To Be Paid Over 20k**

(Invoices will be processed for payment once Board has approved)

| Paid by ACH/EFT | Sent for Payment       | Vendor                                    | Invoice#    | Date of Invoice | Amount         | Description   | School Allocation                   |
|-----------------|------------------------|---|-------------|-----------------|----------------|---|-------------------------------------|
|                 | 5/3/2024               | Stanford Sierra Youth & Families          | Mar-2024    | 3/31/2024       | \$48,510.00    | SPED Services   | Please allocate by school breakdown |
|                 | 5/3/2024               | Oxford Consulting Services, Inc           | 163805      | 3/31/2024       | \$28,631.74    | SPED Services   | SoCal                               |
|                 | 5/3/2024               | Oxford Consulting Services, Inc           | 163795      | 3/31/2024       | \$79,132.50    | SPED Services   | All Schools                         |
|                 | 5/3/2024               | Milestones Therapy Group                  | 1124        | 4/12/2024       | \$78,101.15    | SPED Services   | Please allocate by school breakdown |
|                 | 5/3/2024               | TTC4SUCCESS                               | 1382        | 4/4/2024        | \$113,581.98   | SPED Services   | See school Allocation on Invoice    |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3268        | 2/29/2024       | \$304,946.82   | SPED Services   | SoCal                               |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3299        | 3/31/2024       | \$314,492.85   | SPED Services   | SoCal                               |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3269        | 2/29/2024       | \$118,758.41   | SPED Services   | NorCal                              |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3300        | 3/31/2024       | \$118,616.17   | SPED Services   | NorCal                              |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3270        | 2/29/2024       | \$79,382.63    | SPED Services   | Central Valley                      |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3301        | 3/31/2024       | \$63,680.90    | SPED Services   | Central Valley                      |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3273        | 2/29/2024       | \$41,784.69    | SPED Services   | Monterey Bay                        |
|                 | 5/3/2024               | El Paseo Children's Center Inc.           | 3304        | 3/31/2024       | \$39,268.01    | SPED Services   | Monterey Bay                        |
| 5/7/2024        |                        | JP Morgan Chase Bank                      |             | 4/30/2024       | \$505,632.71   | District Corporate Card Purchases - AutoPay             | All Schools                         |
|                 | 5/9/2024               | TTC4SUCCESS                               | 1401        | 5/6/2024        | \$101,080.08   | SPED Services   | See school Allocation on Invoice    |
|                 | 5/16/2024              | Effectual Educational Consulting Services | 12309       | 3/31/2024       | \$33,921.00    | SPED Services   | SoCal                               |
|                 | 5/16/2024              | Clifton Larson Allen                      | L241198227  | 4/8/2024        | \$23,222.85    | Professional Services: Accounting Services/Audit        | All Schools                         |
| 5/20/2024       |                        | GHA Technologies, Inc.                    | 2818856     | 5/17/2024       | \$202,752.50   | Student Chromebooks                                     | All Schools                         |
|                 | 5/23/2024              | Software MSP, LLC                         | 1019        | 5/22/2024       | \$84,117.00    | Facilities: Equipment/Supplies                          | All Schools                         |
|                 | Pending Board Approval | Edmentum                                  | INV3231221  | 5/23/2024       | \$210,000.00   | Instructional: Other Curriculum                         | All Schools                         |
|                 | Pending Board Approval | Care Solace, Inc.                         | 2024-11950  | 5/1/2024        | \$36,000.00    | Professional Services: Other School Contracted Services | All Schools                         |
|                 | Pending Board Approval | Brandastic                                | 1207097     | 5/21/2024       | \$21,000.00    | Marketing   | All Schools                         |
|                 | Pending Board Approval | National Sports Apparel                   | INV54915    | 5/14/2024       | \$49,765.00    | Facilities: Office Supplies                             | All Schools                         |
|                 | Pending Board Approval | Pearson                                   | 91000015936 | 5/9/2024        | \$34,188.96    | Schedule of Fees  | Central Coast                       |
|                 | Pending Board Approval | Pearson                                   | 91000015934 | 5/9/2024        | \$75,388.09    | Schedule of Fees  | North Bay                           |
|                 | Pending Board Approval | Pearson                                   | 91000015933 | 5/9/2024        | \$688,208.78   | Schedule of Fees  | NorCal                              |
|                 | Pending Board Approval | Pearson                                   | 91000015931 | 5/9/2024        | \$330,596.37   | Schedule of Fees  | Central Valley                      |
|                 | Pending Board Approval | Pearson                                   | 91000015930 | 5/9/2024        | \$2,598,993.54 | Schedule of Fees  | SoCal                               |
|                 | Pending Board Approval | Pearson                                   | 91000015937 | 5/9/2024        | \$222,936.67   | Schedule of Fees  | Monterey Bay                        |
|                 | Pending Board Approval | Capistrano Unified School District        | 68T11616    | 5/23/2024       | \$41,187.00    | District Oversight Fees                                 | SoCal                               |
|                 | Pending Board Approval | APLUS+                                    | 03272401    | 3/27/2024       | \$40,000.00    | Professional Services: Other School Contracted Services | All Schools                         |







## SALES ORDER

**Order Date:** 04/30/2024

**Start Date:** 07/01/2024

**Order #:** 00097873

**End Date:** 06/30/2025

### Prepared For

**Account Name:** California Online Public Schools

**Agency Code:** 19535

**Primary Contact:** Thanette Short

**Email:** tshort@calca.connectionsacademy.org

### Customer Information

California Online Public Schools  
33272 Valle Rd  
San Juan Capistrano, CA 92675-4842  
United States

### Bill-To Information

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675-4834  
United States

### NWEA Sales Point of Contact

Carrie Bergeron

carrie.bergeron@nwea.org

(503) 548-5079

### Products & Services

| Product         | Sales Price | Quantity | Total Price |
|-----------------|-------------|----------|-------------|
| MAP Growth K-12 | \$14.50     | 2,750    | \$39,875.00 |

|                    |                    |
|--------------------|--------------------|
| Subtotal           | \$39,875.00        |
| Estimated Tax      | \$0.00             |
| <b>Grand Total</b> | <b>\$39,875.00</b> |

### Invoicing Information

Unless otherwise specified, payment terms are Net 30. Remittance instructions will be included with your invoice.

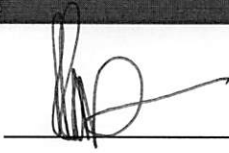
Until this Sales Order is signed, the pricing is valid for 30 days from the Order Date listed at the top of this document. Please confirm the billing address or specify changes to your Sales Point of Contact.

For a copy of the latest NWEA division W-9, it is available at <https://support.hmhco.com/s/article/Billing-and-Invoices>. Click on "Requesting a W-9" and select "NWEA".

The Tax ID for NWEA, a division of Houghton Mifflin Harcourt Publishing Company, is 04-1456030.

**Terms and Conditions**

This Sales Order is between Customer and NWEA, a division of Houghton Mifflin Harcourt Publishing Company, and is subject to the HMH Standard PreK-12 Terms of Purchase located at <https://www.hmhco.com/terms-of-purchase> (the "Agreement") for the Products and Services listed above. By signing this Sales Order, you agree you have read, understand, and agree to the Agreement.

**Signature**Customer  
Signature:Customer  
Printed Name:

Lichie Romero

Date:

5.3.24

Customer Title

Deputy Superintendent

*dba California Connections Academy Southern California*  
33272 Valle Road, San Juan Capistrano, CA 92675  
(949) 461-1667 Phone (949) 240-7895 Fax

|                 |                 |
|-----------------|-----------------|
| <b>Vendor:</b>  | Edmentum        |
| <b>Address:</b> | P.O. Box 776725 |
| <b>City:</b>    | Chicago         |
| <b>State</b>    | IL              |
| <b>Zip</b>      | 60677-6725      |

Signatures for email approval:  
 DocuSigned by:  
 94017740142147D...  
 Purchaser or Requestor  
 DocuSigned by:  
 F0DD336CEFD434  
 Administrator or Approver (required):  
 Audited By: (055010B9C5A844R

**Order Total**

\$210,000.00

Date 5/22/2024

Date 5/22/2024

☐ via email approval (see attached)



Date: 05/17/2024  
Order Number: Q-616622  
Revision: 1  
Order Form Expiration Date: 06/28/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:  
Call 214.294.9901 or e-mail [creditcardprocessing@edmentum.com](mailto:creditcardprocessing@edmentum.com)

Customer and Billing Address

Customer No.: 737224  
Customer Name: California Online Academy  
Billing Address: 33272 Valle Road  
San Juan Capistrano, CA 92675

Products and Services

California Online Public School

| Products                                      | Qty  | License Start Date | License End Date | License Term (Months) |
|---|------|--------------------|------------------|-----------------------|
| Carone Learning: User Enrollment Subscription | 4200 | 07/01/2024         | 06/30/2025       | 12                    |
| Carone Learning: User Enrollment Subscription | 2    | 05/23/2024         | 06/30/2024       | 1                     |

California Online Public School Subtotal: \$210,000.00

Total US Funds: \$210,000.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to [orders@edmentum.com](mailto:orders@edmentum.com) or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)







Date: 05/17/2024  
Order Number: Q-616622  
Revision: 1  
Order Form Expiration Date: 06/28/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:  
Call 214.294.9901 or e-mail [creditcardprocessing@edmentum.com](mailto:creditcardprocessing@edmentum.com)

<http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Customer Signature

Name (Printed or Typed)

Title

Date

Lichie Romero

Deputy Superintendent

5.21.24

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**Stanford Sierra Youth & Families**  
**8912 Volunteer Lane, Sacramento, CA 95826**

| School              | Direct Hours | Indirect Hours | Total Hours | Hourly Rate | Total Paid         |
|---------------------|--------------|----------------|-------------|-------------|--------------------|
| Central Valley      | 11.33        | 48.97          | 60.31       | \$110.00    | \$6,633.80         |
| SoCal               | 24.12        | 217.66         | 241.78      | \$110.00    | \$26,595.65        |
| Northern California | 5.98         | 43.53          | 49.52       | \$110.00    | \$5,446.73         |
| North Bay           | 1.5          | 10.88          | 12.38       | \$110.00    | \$1,362.14         |
| Central Coast       | 2.5          | 10.88          | 13.38       | \$110.00    | \$1,472.14         |
| Monterey Bay        | 9.22         | 54.42          | 63.63       | \$110.00    | \$6,999.54         |
|                     | <b>54.65</b> | <b>386.34</b>  | <b>441</b>  |             | <b>\$48,510.00</b> |

AP



**Stanford Sierra Youth & Families**  
**8912 Volunteer Lane, Sacramento, CA 95826**

| School         | Client                | Staff                 | Date      | Service Code                               | Service Time |
|----------------|-----------------------|-----------------------|-----------|--|--------------|
| Central Coast  | Hayes, Dean           | Christensen, Cheralyn | 3/4/2024  | 510-Individual Counseling                  | 30           |
| Central Coast  | Hayes, Dean           | Christensen, Cheralyn | 3/5/2024  | Indirect GE (no code attached)             | 30           |
| Central Coast  | Hayes, Dean           | Christensen, Cheralyn | 3/11/2024 | 510-Individual Counseling                  | 30           |
| Central Coast  | Hayes, Dean           | Christensen, Cheralyn | 3/18/2024 | Client No Show-510 Individual Counseling   | 30           |
| Central Coast  | Hayes, Dean           | Christensen, Cheralyn | 3/25/2024 | 510-Individual Counseling                  | 30           |
| Central Coast  | Huckaby, Raylan       | Martinez, Stacie      | 3/7/2024  | 515-Counseling and Guidance                | 20           |
| Central Coast  | Huckaby, Raylan       | Martinez, Stacie      | 3/14/2024 | 515-Counseling and Guidance                | 20           |
| Central Coast  | Huckaby, Raylan       | Martinez, Stacie      | 3/21/2024 | 515-Counseling and Guidance                | 20           |
| Central Valley | Benson, Michaela      | Martinez, Stacie      | 3/5/2024  | 510-Individual Counseling                  | 30           |
| Central Valley | Benson, Michaela      | Martinez, Stacie      | 3/12/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Benson, Michaela      | Martinez, Stacie      | 3/19/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Benson, Michaela      | Martinez, Stacie      | 3/26/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Fausto, Angel Michael | Martinez, Stacie      | 3/22/2024 | 510-Individual Counseling                  | 45           |
| Central Valley | Flores, Guadalupe     | Martinez, Stacie      | 3/4/2024  | 520-Parent Counseling                      | 30           |
| Central Valley | Flores, Guadalupe     | Martinez, Stacie      | 3/6/2024  | 520-Parent Counseling                      | 15           |
| Central Valley | Flores, Guadalupe     | Martinez, Stacie      | 3/6/2024  | Client Cancellation                        | 30           |
| Central Valley | Flores, Guadalupe     | Martinez, Stacie      | 3/13/2024 | Client Cancellation                        | 30           |
| Central Valley | Flores, Guadalupe     | Martinez, Stacie      | 3/20/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Flores, Guadalupe     | Martinez, Stacie      | 3/27/2024 | Client No Show-510 Individual Counseling   | 30           |
| Central Valley | Haynes, Henry         | Christensen, Cheralyn | 3/4/2024  | Client No Show-510 Individual Counseling   | 30           |
| Central Valley | Haynes, Henry         | Christensen, Cheralyn | 3/4/2024  | Indirect GE (no code attached)             | 10           |
| Central Valley | Haynes, Henry         | Christensen, Cheralyn | 3/6/2024  | Indirect GE (no code attached)             | 10           |
| Central Valley | Haynes, Henry         | Christensen, Cheralyn | 3/19/2024 | 510-Individual Counseling                  | 20           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/4/2024  | 510-Individual Counseling                  | 30           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/6/2024  | 510-Individual Counseling                  | 30           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/14/2024 | 510-Individual Counseling                  | 60           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/18/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/20/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/25/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Martinez, Abraham J   | Randhawa, Rajdeep     | 3/27/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Moore, Damien         | Christensen, Cheralyn | 3/5/2024  | Client No Show-515 Counseling and Guidance | 30           |
| Central Valley | Moore, Damien         | Randhawa, Rajdeep     | 3/14/2024 | IEP Support                                | 17           |
| Central Valley | Ortiz, Eleazar        | Randhawa, Rajdeep     | 3/1/2024  | 515-Counseling and Guidance                | 30           |
| Central Valley | Ortiz, Eleazar        | Randhawa, Rajdeep     | 3/8/2024  | 515-Counseling and Guidance                | 30           |
| Central Valley | Ortiz, Eleazar        | Randhawa, Rajdeep     | 3/12/2024 | IEP Support                                | 60           |
| Central Valley | Ortiz, Eleazar        | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Ortiz, Eleazar        | Randhawa, Rajdeep     | 3/29/2024 | 510-Individual Counseling                  | 30           |
| Central Valley | Russie, Mandy         | Martinez, Stacie      | 3/4/2024  | 520-Parent Counseling                      | 20           |
| Central Valley | Schmidt , Carmen      | Randhawa, Rajdeep     | 3/7/2024  | 510-Individual Counseling                  | 25           |
| Central Valley | Schmidt , Carmen      | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                  | 15           |
| Monterey Bay   | Avictia, Noah         | Martinez, Stacie      | 3/4/2024  | Indirect GE (no code attached)             | 10           |
| Monterey Bay   | Avilla, Ella          | Christensen, Cheralyn | 3/6/2024  | Client No Show-510 Individual Counseling   | 30           |
| Monterey Bay   | Avilla, Ella          | Christensen, Cheralyn | 3/13/2024 | 510-Individual Counseling                  | 30           |

|                     |                            |                       |           |  |    |
|---------------------|----------------------------|-----------------------|-----------|--|----|
| Monterey Bay        | Avilla, Ella               | Christensen, Cheralyn | 3/20/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Gonzalez Artega, Cristiano | Randhawa, Rajdeep     | 3/1/2024  | Client No Show-510 Individual Counseling | 30 |
| Monterey Bay        | Gonzalez Artega, Cristiano | Randhawa, Rajdeep     | 3/8/2024  | 510-Individual Counseling                | 30 |
| Monterey Bay        | Gonzalez Artega, Cristiano | Randhawa, Rajdeep     | 3/15/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Gonzalez Artega, Cristiano | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Gonzalez Artega, Cristiano | Randhawa, Rajdeep     | 3/29/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Gutierrez, Zoe             | Randhawa, Rajdeep     | 3/18/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Gutierrez, Zoe             | Randhawa, Rajdeep     | 3/25/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Lal, Tanush                | Randhawa, Rajdeep     | 3/1/2024  | 510-Individual Counseling                | 30 |
| Monterey Bay        | Lal, Tanush                | Randhawa, Rajdeep     | 3/5/2024  | Indirect GE (no code attached)           | 19 |
| Monterey Bay        | Lal, Tanush                | Randhawa, Rajdeep     | 3/8/2024  | 510-Individual Counseling                | 30 |
| Monterey Bay        | Lal, Tanush                | Randhawa, Rajdeep     | 3/15/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Lal, Tanush                | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Lal, Tanush                | Randhawa, Rajdeep     | 3/29/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Mata, Lorenzo              | Martinez, Stacie      | 3/14/2024 | 510-Individual Counseling                | 15 |
| Monterey Bay        | Mata, Lorenzo              | Martinez, Stacie      | 3/21/2024 | Indirect GE (no code attached)           | 10 |
| Monterey Bay        | Mata, Lorenzo              | Martinez, Stacie      | 3/25/2024 | IEP Support                              | 20 |
| Monterey Bay        | Mata, Lorenzo              | Martinez, Stacie      | 3/27/2024 | IEP Support                              | 60 |
| Monterey Bay        | Merritt-Moigua, Ayumi      | Christensen, Cheralyn | 3/18/2024 | IEP Support                              | 60 |
| Monterey Bay        | Merritt-Moigua, Ayumi      | Christensen, Cheralyn | 3/19/2024 | Client No Show-510 Individual Counseling | 30 |
| Monterey Bay        | Pontagarca, Tyler          | Randhawa, Rajdeep     | 3/1/2024  | 510-Individual Counseling                | 15 |
| Monterey Bay        | Pontagarca, Tyler          | Randhawa, Rajdeep     | 3/8/2024  | 510-Individual Counseling                | 34 |
| Monterey Bay        | Pontagarca, Tyler          | Randhawa, Rajdeep     | 3/15/2024 | 510-Individual Counseling                | 30 |
| Monterey Bay        | Pontagarca, Tyler          | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                | 9  |
| Monterey Bay        | Pontagarca, Tyler          | Randhawa, Rajdeep     | 3/26/2024 | Indirect GE (no code attached)           | 14 |
| Monterey Bay        | Pontagarca, Tyler          | Randhawa, Rajdeep     | 3/29/2024 | IEP Support                              | 51 |
| Monterey Bay        | Rojas, Priscilla           | Christensen, Cheralyn | 3/5/2024  | Client No Show-510 Individual Counseling | 45 |
| Monterey Bay        | Rojas, Priscilla           | Christensen, Cheralyn | 3/12/2024 | Client No Show-510 Individual Counseling | 45 |
| Monterey Bay        | Rojas, Priscilla           | Christensen, Cheralyn | 3/19/2024 | Client No Show-510 Individual Counseling | 45 |
| Monterey Bay        | Sanchez, Damien            | Randhawa, Rajdeep     | 3/5/2024  | 510-Individual Counseling                | 15 |
| Monterey Bay        | Sanchez, Damien            | Randhawa, Rajdeep     | 3/12/2024 | 510-Individual Counseling                | 15 |
| Monterey Bay        | Sanchez, Damien            | Randhawa, Rajdeep     | 3/19/2024 | Client Cancellation                      | 30 |
| Monterey Bay        | Sanchez, Damien            | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                | 15 |
| Monterey Bay        | Sanchez, Damien            | Randhawa, Rajdeep     | 3/22/2024 | Indirect GE (no code attached)           | 5  |
| Monterey Bay        | Sanchez, Damien            | Randhawa, Rajdeep     | 3/26/2024 | 510-Individual Counseling                | 15 |
| North Bay           | Davalos Hernandez, Yael    | Christensen, Cheralyn | 3/13/2024 | Client No Show-510 Individual Counseling | 60 |
| North Bay           | Davalos Hernandez, Yael    | Christensen, Cheralyn | 3/19/2024 | 510-Individual Counseling                | 60 |
| North Bay           | Rogers, Damian             | Randhawa, Rajdeep     | 3/15/2024 | Indirect GE (no code attached)           | 5  |
| North Bay           | Rogers, Damian             | Randhawa, Rajdeep     | 3/21/2024 | Indirect GE (no code attached)           | 59 |
| North Bay           | Rogers, Damian             | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                | 30 |
| Northern California | Bart-Williams, Natalie     | Randhawa, Rajdeep     | 3/4/2024  | Client Cancellation                      | 30 |
| Northern California | Bart-Williams, Natalie     | Randhawa, Rajdeep     | 3/11/2024 | Client Cancellation                      | 30 |
| Northern California | Bart-Williams, Natalie     | Randhawa, Rajdeep     | 3/18/2024 | Client Cancellation                      | 30 |
| Northern California | Bart-Williams, Natalie     | Randhawa, Rajdeep     | 3/22/2024 | 510-Individual Counseling                | 37 |
| Northern California | Bart-Williams, Natalie     | Randhawa, Rajdeep     | 3/25/2024 | 510-Individual Counseling                | 13 |

|                     |                        |                       |           |  |    |
|---------------------|------------------------|-----------------------|-----------|--|----|
| Northern California | Bart-Williams, Natalie | Randhawa, Rajdeep     | 3/29/2024 | 510-Individual Counseling                | 15 |
| Northern California | Collins, David         | Martinez, Stacie      |           | No Services                              | 0  |
| Northern California | Ellis, Skyler          | Christensen, Cheralyn | 3/5/2024  | 510-Individual Counseling                | 30 |
| Northern California | Ellis, Skyler          | Christensen, Cheralyn | 3/5/2024  | Client No Show-510 Individual Counseling | 30 |
| Northern California | Ellis, Skyler          | Christensen, Cheralyn | 3/12/2024 | 510-Individual Counseling                | 30 |
| Northern California | Ellis, Skyler          | Christensen, Cheralyn | 3/19/2024 | 510-Individual Counseling                | 30 |
| Northern California | Guillen, Kendra        | Martinez, Stacie      | 3/6/2024  | 510-Individual Counseling                | 30 |
| Northern California | Guillen, Kendra        | Martinez, Stacie      | 3/13/2024 | 510-Individual Counseling                | 30 |
| Northern California | Guillen, Kendra        | Martinez, Stacie      | 3/20/2024 | 510-Individual Counseling                | 30 |
| Northern California | Guillen, Kendra        | Martinez, Stacie      | 3/27/2024 | 510-Individual Counseling                | 30 |
| Northern California | Loyo, Lester           | Martinez, Stacie      | 3/6/2024  | 510-Individual Counseling                | 30 |
| Northern California | Loyo, Lester           | Martinez, Stacie      | 3/20/2024 | Client No Show-510 Individual Counseling | 30 |
| Northern California | McDaniel, Lauren A     | Randhawa, Rajdeep     | 3/12/2024 | Client No Show-510 Individual Counseling | 30 |
| Northern California | McDaniel, Lauren A     | Randhawa, Rajdeep     | 3/26/2024 | Client Cancellation                      | 30 |
| Northern California | Sims, Stephen          | Randhawa, Rajdeep     | 3/7/2024  | Client No Show-510 Individual Counseling | 30 |
| Northern California | Sims, Stephen          | Randhawa, Rajdeep     | 3/21/2024 | 510-Individual Counseling                | 24 |
| Northern California | Surfield, Kimmy        | Martinez, Stacie      | 3/7/2024  | 510-Individual Counseling                | 30 |
| Northern California | Surfield, Kimmy        | Martinez, Stacie      | 3/14/2024 | Client Cancellation                      | 30 |
| Northern California | Surfield, Kimmy        | Martinez, Stacie      | 3/21/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal               | Almos, Paul            | Randhawa, Rajdeep     | 3/5/2024  | Client No Show-510 Individual Counseling | 60 |
| SoCal               | Almos, Paul            | Randhawa, Rajdeep     | 3/7/2024  | Parent No Show                           | 30 |
| SoCal               | Almos, Paul            | Randhawa, Rajdeep     | 3/11/2024 | IEP Support                              | 63 |
| SoCal               | Almos, Paul            | Randhawa, Rajdeep     | 3/15/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal               | Almos, Paul            | Randhawa, Rajdeep     | 3/21/2024 | Parent No Show                           | 15 |
| SoCal               | Almos, Paul            | Randhawa, Rajdeep     | 3/28/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal               | Arami, Kevin           | Martinez, Stacie      | 3/12/2024 | 510-Individual Counseling                | 30 |
| SoCal               | Arami, Kevin           | Martinez, Stacie      | 3/25/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal               | Bacerra, Jacob         | Randhawa, Rajdeep     | 3/6/2024  | 510-Individual Counseling                | 38 |
| SoCal               | Bacerra, Jacob         | Randhawa, Rajdeep     | 3/11/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal               | Bacerra, Jacob         | Randhawa, Rajdeep     | 3/20/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal               | Ballejos, Richard      | Randhawa, Rajdeep     | 3/12/2024 | 510-Individual Counseling                | 30 |
| SoCal               | Ballejos, Richard      | Randhawa, Rajdeep     | 3/29/2024 | IEP Support                              | 34 |
| SoCal               | Brantley, Devante      | Christensen, Cheralyn | 3/25/2024 | 520-Parent Counseling                    | 30 |
| SoCal               | Catalan, Aiden         | Martinez, Stacie      | 3/5/2024  | 510-Individual Counseling                | 30 |
| SoCal               | Catalan, Aiden         | Martinez, Stacie      | 3/12/2024 | 510-Individual Counseling                | 30 |
| SoCal               | Catalan, Aiden         | Martinez, Stacie      | 3/19/2024 | 510-Individual Counseling                | 30 |
| SoCal               | Catalan, Aiden         | Martinez, Stacie      | 3/27/2024 | 510-Individual Counseling                | 30 |
| SoCal               | Chatman, Keimyah       | Randhawa, Rajdeep     | 3/12/2024 | 515-Counseling and Guidance              | 15 |
| SoCal               | Chatman, Keimyah       | Randhawa, Rajdeep     | 3/12/2024 | Indirect GE (no code attached)           | 5  |
| SoCal               | Chatman, Keimyah       | Randhawa, Rajdeep     | 3/14/2024 | Client No Show-510 Individual Counseling | 15 |
| SoCal               | Chatman, Keimyah       | Randhawa, Rajdeep     | 3/15/2024 | 510-Individual Counseling                | 15 |

|       |                      |                       |           |  |    |
|-------|----------------------|-----------------------|-----------|--|----|
| SoCal | Chatman, Keimyah     | Randhawa, Rajdeep     | 3/19/2024 | 510-Individual Counseling                  | 30 |
| SoCal | Chatman, Keimyah     | Randhawa, Rajdeep     | 3/26/2024 | Client No Show-510 Individual Counseling   | 30 |
| SoCal | David, Dennis        | Martinez, Stacie      | 3/5/2024  | Client No Show-510 Individual Counseling   | 30 |
| SoCal | David, Dennis        | Martinez, Stacie      | 3/19/2024 | Client No Show-510 Individual Counseling   | 30 |
| SoCal | David, Dennis        | Martinez, Stacie      | 3/20/2024 | IEP Support                                | 10 |
| SoCal | Dick, Rosen Ame      | Martinez, Stacie      | 3/4/2024  | 510-Individual Counseling                  | 30 |
| SoCal | Dick, Rosen Ame      | Martinez, Stacie      | 3/11/2024 | Client No Show-510 Individual Counseling   | 30 |
| SoCal | Dick, Rosen Ame      | Martinez, Stacie      | 3/18/2024 | Client No Show-510 Individual Counseling   | 30 |
| SoCal | Dick, Rosen Ame      | Martinez, Stacie      | 3/25/2024 | Client No Show-510 Individual Counseling   | 30 |
| SoCal | Dominguez, Jonathan  | Randhawa, Rajdeep     | 3/1/2024  | Client Cancellation                        | 7  |
| SoCal | Dominguez, Jonathan  | Randhawa, Rajdeep     | 3/4/2024  | Client No Show-510 Individual Counseling   | 15 |
| SoCal | Dominguez, Jonathan  | Randhawa, Rajdeep     | 3/15/2024 | Client No Show-510 Individual Counseling   | 7  |
| SoCal | Dominguez, Jonathan  | Randhawa, Rajdeep     | 3/29/2024 | Client No Show-510 Individual Counseling   | 15 |
| SoCal | Erese, Ivan Gabriel  | Martinez, Stacie      | 3/4/2024  | Indirect GE (no code attached)             | 28 |
| SoCal | Erese, Ivan Gabriel  | Martinez, Stacie      | 3/5/2024  | Client Cancellation                        | 30 |
| SoCal | Erese, Ivan Gabriel  | Martinez, Stacie      | 3/19/2024 | 510-Individual Counseling                  | 30 |
| SoCal | Farhan, Zahir        | Randhawa, Rajdeep     | 3/5/2024  | 510-Individual Counseling                  | 20 |
| SoCal | Farhan, Zahir        | Randhawa, Rajdeep     | 3/26/2024 | Indirect GE (no code attached)             | 12 |
| SoCal | Farhan, Zahir        | Randhawa, Rajdeep     | 3/29/2024 | Indirect GE (no code attached)             | 14 |
| SoCal | Flores, Jaymison     | Christensen, Cheralyn | 3/6/2024  | 520-Parent Counseling                      | 30 |
| SoCal | Flores, Jaymison     | Christensen, Cheralyn | 3/6/2024  | Client No Show-510 Individual Counseling   | 30 |
| SoCal | Flores, Jaymison     | Christensen, Cheralyn | 3/20/2024 | 520-Parent Counseling                      | 30 |
| SoCal | Gallegos, Caleb M    | Randhawa, Rajdeep     | 3/7/2024  | Client No Show-515 Counseling and Guidance | 30 |
| SoCal | Gallegos, Caleb M    | Randhawa, Rajdeep     | 3/14/2024 | Client No Show-515 Counseling and Guidance | 30 |
| SoCal | Gallegos, Caleb M    | Randhawa, Rajdeep     | 3/21/2024 | Client No Show-515 Counseling and Guidance | 30 |
| SoCal | Gallegos, Caleb M    | Randhawa, Rajdeep     | 3/29/2024 | 515-Counseling and Guidance                | 30 |
| SoCal | Guevara, Leila       | Christensen, Cheralyn | 3/5/2024  | Client No Show-515 Counseling and Guidance | 30 |
| SoCal | Guevara, Leila       | Christensen, Cheralyn | 3/5/2024  | Indirect GE (no code attached)             | 10 |
| SoCal | Guevara, Leila       | Christensen, Cheralyn | 3/12/2024 | 515-Counseling and Guidance                | 30 |
| SoCal | Guevara, Leila       | Christensen, Cheralyn | 3/19/2024 | 515-Counseling and Guidance                | 30 |
| SoCal | Hill, Serena         | Randhawa, Rajdeep     | 3/13/2024 | 510-Individual Counseling                  | 30 |
| SoCal | Hill, Serena         | Randhawa, Rajdeep     | 3/27/2024 | 510-Individual Counseling                  | 20 |
| SoCal | Ingvarsson, Isabella | Martinez, Stacie      | 3/1/2024  | Client No Show-510 Individual Counseling   | 30 |
| SoCal | Ingvarsson, Isabella | Martinez, Stacie      | 3/8/2024  | Client No Show-510 Individual Counseling   | 30 |
| SoCal | Ingvarsson, Isabella | Martinez, Stacie      | 3/15/2024 | IEP Support                                | 30 |
| SoCal | Ingvarsson, Isabella | Martinez, Stacie      | 3/18/2024 | IEP Support                                | 35 |
| SoCal | Jaramillo, Mia       | Martinez, Stacie      | 3/4/2024  | Client Cancellation                        | 30 |
| SoCal | Jaramillo, Mia       | Martinez, Stacie      | 3/15/2024 | 510-Individual Counseling                  | 30 |
| SoCal | Jaramillo, Mia       | Martinez, Stacie      | 3/18/2024 | IEP Support                                | 30 |

|       |                     |                       |           |  |    |
|-------|---------------------|-----------------------|-----------|--|----|
| SoCal | King, La'Nyia       | Christensen, Cheralyn | 3/5/2024  | Client Cancellation                      | 30 |
| SoCal | King, La'Nyia       | Christensen, Cheralyn | 3/11/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | King, La'Nyia       | Christensen, Cheralyn | 3/18/2024 | 520-Parent Counseling                    | 30 |
| SoCal | King, La'Nyia       | Christensen, Cheralyn | 3/18/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | King, La'Nyia       | Christensen, Cheralyn | 3/25/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | Kissell, G          | Randhawa, Rajdeep     | 3/20/2024 | 510-Individual Counseling                | 30 |
| SoCal | Kissell, G          | Randhawa, Rajdeep     | 3/28/2024 | 510-Individual Counseling                | 30 |
| SoCal | Maldonado, Davida   | Martinez, Stacie      | 3/1/2024  | 510-Individual Counseling                | 30 |
| SoCal | Maldonado, Davida   | Martinez, Stacie      | 3/5/2024  | 510-Individual Counseling                | 30 |
| SoCal | Maldonado, Davida   | Martinez, Stacie      | 3/12/2024 | 510-Individual Counseling                | 30 |
| SoCal | Maldonado, Davida   | Martinez, Stacie      | 3/19/2024 | 510-Individual Counseling                | 30 |
| SoCal | Maldonado, Davida   | Martinez, Stacie      | 3/27/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | Martinez, Miah      | Martinez, Stacie      | 3/15/2024 | Indirect GE (no code attached)           | 5  |
| SoCal | Martinez, Miah      | Martinez, Stacie      | 3/22/2024 | Indirect GE (no code attached)           | 5  |
| SoCal | Martinez, Miah      | Martinez, Stacie      | 3/27/2024 | Indirect GE (no code attached)           | 5  |
| SoCal | Mendicino, Magali   | Randhawa, Rajdeep     | 3/4/2024  | 510-Individual Counseling                | 20 |
| SoCal | Moussa, Suhaib      | Martinez, Stacie      | 3/1/2024  | Client No Show-510 Individual Counseling | 30 |
| SoCal | Moussa, Suhaib      | Martinez, Stacie      | 3/15/2024 | 510-Individual Counseling                | 30 |
| SoCal | Murillo, Joshua     | Randhawa, Rajdeep     | 3/12/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | Murillo, Joshua     | Randhawa, Rajdeep     | 3/25/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | Murphy, Neil        | Christensen, Cheralyn | 3/4/2024  | 510-Individual Counseling                | 30 |
| SoCal | Murphy, Neil        | Christensen, Cheralyn | 3/18/2024 | Client Cancellation                      | 30 |
| SoCal | Neal, Sebastian     | Martinez, Stacie      | 3/1/2024  | 510-Individual Counseling                | 30 |
| SoCal | Neal, Sebastian     | Martinez, Stacie      | 3/8/2024  | Client Cancellation                      | 30 |
| SoCal | Neal, Sebastian     | Martinez, Stacie      | 3/15/2024 | 510-Individual Counseling                | 30 |
| SoCal | Neal, Sebastian     | Martinez, Stacie      | 3/22/2024 | 510-Individual Counseling                | 30 |
| SoCal | Neff, Alexander     | Martinez, Stacie      | 3/8/2024  | Client Cancellation                      | 30 |
| SoCal | Neff, Alexander     | Martinez, Stacie      | 3/14/2024 | 510-Individual Counseling                | 30 |
| SoCal | Neff, Alexander     | Martinez, Stacie      | 3/21/2024 | 510-Individual Counseling                | 30 |
| SoCal | Noonan, Kloie       | Christensen, Cheralyn | 3/6/2024  | Client No Show-510 Individual Counseling | 60 |
| SoCal | Noonan, Kloie       | Christensen, Cheralyn | 3/20/2024 | Client No Show-510 Individual Counseling | 60 |
| SoCal | Oliver Mejia, Joel  | Randhawa, Rajdeep     | 3/7/2024  | Parent Cancellation                      | 30 |
| SoCal | Oliver Mejia, Joel  | Randhawa, Rajdeep     | 3/21/2024 | Parent No Show                           | 30 |
| SoCal | Orellana, Alexander | Randhawa, Rajdeep     | 3/14/2024 | 510-Individual Counseling                | 8  |
| SoCal | Orellana, Alexander | Randhawa, Rajdeep     | 3/28/2024 | Client No Show-510 Individual Counseling | 9  |
| SoCal | Ortega, Aaliyah     | Martinez, Stacie      | 3/7/2024  | Client Cancellation                      | 45 |
| SoCal | Ortega, Aaliyah     | Martinez, Stacie      | 3/15/2024 | 510-Individual Counseling                | 45 |
| SoCal | Ortega, Aaliyah     | Martinez, Stacie      | 3/21/2024 | Client No Show-510 Individual Counseling | 45 |
| SoCal | Ortega, Robert      | Randhawa, Rajdeep     | 3/12/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | Ortega, Robert      | Randhawa, Rajdeep     | 3/26/2024 | Client No Show-510 Individual Counseling | 30 |
| SoCal | Ortega, Robert      | Randhawa, Rajdeep     | 3/27/2024 | 510-Individual Counseling                | 16 |

|       |                        |                       |           |  |             |
|-------|------------------------|-----------------------|-----------|--|-------------|
| SoCal | Padilla, Eric          | Randhawa, Rajdeep     | 3/8/2024  | 510-Individual Counseling                | 30          |
| SoCal | Padilla, Eric          | Randhawa, Rajdeep     | 3/15/2024 | Client No Show-510 Individual Counseling | 30          |
| SoCal | Padilla, Eric          | Randhawa, Rajdeep     | 3/29/2024 | 510-Individual Counseling                | 20          |
| SoCal | Ramirez, Ezekiel       | Martinez, Stacie      | 3/4/2024  | Indirect GE (no code attached)           | 10          |
| SoCal | Ramirez, Ezekiel       | Martinez, Stacie      | 3/7/2024  | Client No Show-510 Individual Counseling | 30          |
| SoCal | Ramirez, Ezekiel       | Martinez, Stacie      | 3/8/2024  | IEP Support                              | 30          |
| SoCal | Ramirez, Ezekiel       | Martinez, Stacie      | 3/14/2024 | 510-Individual Counseling                | 30          |
| SoCal | Ramirez, Ezekiel       | Martinez, Stacie      | 3/21/2024 | Client No Show-510 Individual Counseling | 30          |
| SoCal | Rashkin-Mullenix, Mila | Randhawa, Rajdeep     | 3/5/2024  | 510-Individual Counseling                | 30          |
| SoCal | Rashkin-Mullenix, Mila | Randhawa, Rajdeep     | 3/19/2024 | 510-Individual Counseling                | 30          |
| SoCal | Rashkin-Mullenix, Mila | Randhawa, Rajdeep     | 3/26/2024 | Client No Show-510 Individual Counseling | 30          |
| SoCal | Rashkin-Mullenix, Mila | Randhawa, Rajdeep     | 3/28/2024 | 510-Individual Counseling                | 30          |
| SoCal | Salazar, Raymond       | Martinez, Stacie      | 3/6/2024  | 510-Individual Counseling                | 30          |
| SoCal | Salazar, Raymond       | Martinez, Stacie      | 3/22/2024 | 510-Individual Counseling                | 30          |
| SoCal | Tejeda, Andrew         | Christensen, Cheralyn |           | No Services                              | 0           |
| SoCal | Yotter, Faith          | Martinez, Stacie      | 3/5/2024  | Indirect GE (no code attached)           | 15          |
| SoCal | Zuniga, Ursein         | Christensen, Cheralyn | 3/4/2024  | 510-Individual Counseling                | 30          |
| SoCal | Zuniga, Ursein         | Christensen, Cheralyn | 3/11/2024 | 510-Individual Counseling                | 30          |
| SoCal | Zuniga, Ursein         | Christensen, Cheralyn | 3/18/2024 | 510-Individual Counseling                | 30          |
| SoCal | Zuniga, Ursein         | Christensen, Cheralyn | 3/22/2024 | 510-Individual Counseling                | 30          |
|       |                        |                       |           |  | <b>6438</b> |





**Corporate Headquarters**  
 300 Corporate Center Drive  
 Manalapan, NJ 07726  
 Tel (732) 761-1955  
 Fax (732) 761-8404  
 (800) 718-8855  
[www.oxfordconsulting.com](http://www.oxfordconsulting.com)

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## Invoice

| Date      | Invoice # |
|-----------|-----------|
| 3/31/2024 | 163805    |

|   |
|---|
| Bill To   |
| California Online Public Schools<br>So Cal<br>LaChelle Carter-Finance Director<br>33272 Valle Road<br>San Juan Capistrano, CA 92675 |

| Serviced     | Qty   | Description   | Rate   | Amount   |
|--------------|-------|---|--------|----------|
|              |       | Services provided in March 2024                           |        |          |
|              | 4.5   | Counseling Services provided by Megan Chimenti            | 107.00 | 481.50   |
|              | 17.5  | Counseling services provided by Kimberley Springer        | 107.00 | 1,872.50 |
|              | 1.75  | Counseling services provided by Jessica Ghermezi          | 107.00 | 187.25   |
|              | 12.42 | Counseling services provided by Ana Rosario               | 107.00 | 1,328.94 |
|              | 10    | Counseling services provided by Takia Fischer             | 107.00 | 1,070.00 |
|              | 7     | Psych services provided by Joyce Carrillo                 | 107.00 | 749.00   |
|              | 25.25 | BCBA services provided by Sheri Kennedy                   | 125.00 | 3,156.25 |
|              | 9.5   | PT services provided by Michelle Perry                    | 108.00 | 1,026.00 |
|              | 7.33  | OT services provided by Megan Velasco (Play Grow, Thrive) | 107.00 | 784.31   |
|              | 6     | OT services provided by Jocelyn Del Rosario               | 107.00 | 642.00   |
|              | 24.5  | OT services provided by Dyanne Van Peter                  | 107.00 | 2,621.50 |
|              | 18.09 | OT services provided by Alexis Wilson                     | 107.00 | 1,935.63 |
|              | 12.92 | ST services provided by Catherine Bagues                  | 107.00 | 1,382.44 |
| <b>Total</b> |       |   |        |          |





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| Date      | Invoice # |
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| 3/31/2024 | 163805    |

### 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             |
|--------------|-------|---|--------|--------------------|
|              | 61    | ST services provided by Nichole Dziama  | 107.00 | 6,527.00           |
|              | 26.75 | ST services provided by Nohemi Mofatt   | 107.00 | 2,862.25           |
|              | 10.25 | ST services provided by Laura Kovalenko | 107.00 | 1,096.75           |
|              | 4     | ST services provided by Christine Torio | 107.00 | 428.00             |
|              | 4.25  | ST services provided by Kylie Buatsi    | 107.00 | 454.75             |
|              | 0.24  | OT services provided by Adriana Davis   | 107.00 | 25.68              |
| <b>Total</b> |       |   |        | <b>\$28,631.75</b> |

| Date       | Provider      | School                     | Student(s)          | Service            | Start Time | End Time | Billable Descr Session Type | Note  |
|------------|---------------|----------------------------|---------------------|--------------------|------------|----------|-----------------------------|---|
| 03/26/2024 | Adriana Davis | Connections Academy- SoCal | Izaak Mendez        | Student Onboarding | 08:05 AM   | 08:10 AM | 0.08                        | First Scheduling Contact with LC made. Schedule agreed upon |
| 03/26/2024 | Adriana Davis | Connections Academy- SoCal | Kunji Carcamo-Rojas | Student Onboarding | 08:15 AM   | 08:20 AM | 0.08                        | First Scheduling Contact with LC made. Schedule agreed upon |
| 03/26/2024 | Adriana Davis | Connections Academy- SoCal | Roman Martinez      | Student Onboarding | 08:10 AM   | 08:15 AM | 0.08                        | First Scheduling Contact with LC made. Schedule agreed upon |
|            |               |                            |                     |                    |            |          | 0.24                        |   |

| Date       | Provider      | School                     | Student(s)                    | Service              | Start Time | End Time | Billable Descr | Session Type | Note   |
|------------|---------------|----------------------------|-------------------------------|----------------------|------------|----------|----------------|--------------|--|
| 03/07/2024 | Alexis Wilson | Connections Academy- SoCal | Brian Guillen                 | Occupational Therapy | 01:30 PM   | 01:55 PM | 0.42           | Late Cancel  | Mom emailed OT less than 24 hrs before session to cancel due to an appointment during OT time. Late cancel.  |
| 03/14/2024 | Alexis Wilson | Connections Academy- SoCal | Brian Guillen                 | Occupational Therapy | 01:30 PM   | 01:55 PM | 0.42           | Regular      | writing words, first and last name, practicing space between words   |
| 03/21/2024 | Alexis Wilson | Connections Academy- SoCal | Brian Guillen                 | Occupational Therapy | 01:30 PM   | 01:55 PM | 0.42           | Regular      | handwriting skill makes letters from bottom vs. top at times but improved overall legibility and awareness of spacing  |
| 03/28/2024 | Alexis Wilson | Connections Academy- SoCal | Brian Guillen                 | Occupational Therapy | 01:30 PM   | 01:55 PM | 0.42           | Regular      | handwriting  |
| 03/04/2024 | Alexis Wilson | Connections Academy- SoCal | Damarai Barbosa               | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | 1.68<br>handwriting working on spacing, with model still unable to space words   |
| 03/18/2024 | Alexis Wilson | Connections Academy- SoCal | Damarai Barbosa               | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50           | Regular      | handwriting  |
| 03/07/2024 | Alexis Wilson | Connections Academy- SoCal | Kai Hall                      | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | 1.00<br>zones of regulation  |
| 03/14/2024 | Alexis Wilson | Connections Academy- SoCal | Kai Hall                      | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | wordsearch on emotions   |
| 03/21/2024 | Alexis Wilson | Connections Academy- SoCal | Kai Hall                      | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | social situations online games, what would you do questions, zones of regulation   |
| 03/28/2024 | Alexis Wilson | Connections Academy- SoCal | Kai Hall                      | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | zones of regulation  |
| 03/22/2024 | Alexis Wilson | Connections Academy- SoCal | Matthew Ovalle                | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | No Show      | 2.00<br>OT had confirmed OT session today via text with mom. OT waited in zoom room x25 minutes. Student did not show. Follow up text to schedule next OT session with mom.  |
| 03/28/2024 | Alexis Wilson | Connections Academy- SoCal | Matthew Ovalle                | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50           | No Show      | OT confirmed appointment yesterday with mom via text. OT waited in zoom room x20 minutes, texted mom and she stated that it slipped her mind. Scheduled for next week wednesday at 1:30pm  |
| 03/01/2024 | Alexis Wilson | Connections Academy- SoCal | Neil Murphy                   | Occupational Therapy | 01:30 PM   | 02:00 PM | 0.42           | Make-Up      | 1.00<br>Make up from 2/27 due to provider reschedule. OT had to change time of meeting to next week for make up but mom declined a reschedule.   |
| 03/05/2024 | Alexis Wilson | Connections Academy- SoCal | Neil Murphy                   | Occupational Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | wordsearch, tracing numbers 1-20   |
| 03/12/2024 | Alexis Wilson | Connections Academy- SoCal | Neil Murphy                   | Occupational Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | tracing, coloring  |
| 03/19/2024 | Alexis Wilson | Connections Academy- SoCal | Neil Murphy                   | Occupational Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | tracing sentences, words, etc.   |
| 03/26/2024 | Alexis Wilson | Connections Academy- SoCal | Neil Murphy                   | Occupational Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | tracing, writing name in box, coloring   |
| 03/14/2024 | Alexis Wilson | Connections Academy- SoCal | Savannah Catano               | Occupational Therapy | 02:00 PM   | 02:45 PM | 0.75           | No Show      | 2.10<br>OT sent email at beginning of session asking mom if Savannah would be joining for OT today. OT did not hear back from mom and student did not show. No show.   |
| 03/18/2024 | Alexis Wilson | Connections Academy- SoCal | Savannah Catano               | Occupational Therapy | 01:30 PM   | 02:35 PM | 1.08           | IEP Attendan | Will follow up with communications with mom for next session.  |
| 03/27/2024 | Alexis Wilson | Connections Academy- SoCal | Savannah Catano               | Occupational Therapy | 01:30 PM   | 02:00 PM | 0.50           | Regular      | handwriting<br>present levels, goals, services (changed to 30mins 1x per week)   |
| 03/07/2024 | Alexis Wilson | Connections Academy- SoCal | Spencer Wong                  | Occupational Therapy | 02:30 PM   | 03:30 PM | 1.00           | No Show      | 2.31<br>OT waited in zoom room x45 minutes. Student did not show. Texted mom to follow up and confirm for next week.   |
| 03/14/2024 | Alexis Wilson | Connections Academy- SoCal | Spencer Wong                  | Occupational Therapy | 02:30 PM   | 03:30 PM | 1.00           | Late Cancel  | OT texted mom with reminder for today's session. Mom states student is at Children's Hospital LA due to high blood pressure and is getting an abdominal CT to check kidney flow. Late cancel.  |
| 03/21/2024 | Alexis Wilson | Connections Academy- SoCal | Spencer Wong                  | Occupational Therapy | 02:30 PM   | 03:30 PM | 1.00           | Late Cancel  | OT texted mom prior to session to remind mom of session today. She reported that they were at chla and he was getting ortho to look at his right hip and SJ joint, as he has continued to have significant pain and he would not be attending OT today. Late cancel. |
| 03/28/2024 | Alexis Wilson | Connections Academy- SoCal | Spencer Wong                  | Occupational Therapy | 02:30 PM   | 03:30 PM | 1.00           | No Show      | OT texted mom, day of session to reminder of appointment time. Mom did not respond and student did not show. No show.  |
| 03/05/2024 | Alexis Wilson | Connections Academy- SoCal | Tajai-Micvett Miller-Lawrence | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | 4.00<br>typing, 13 wpm   |
| 03/12/2024 | Alexis Wilson | Connections Academy- SoCal | Tajai-Micvett Miller-Lawrence | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | madith and handwriting   |
| 03/19/2024 | Alexis Wilson | Connections Academy- SoCal | Tajai-Micvett Miller-Lawrence | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | handwriting and typing   |
| 03/26/2024 | Alexis Wilson | Connections Academy- SoCal | Tajai-Micvett Miller-Lawrence | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | handwriting working on left side alignment and going to next line with writing   |
| 03/06/2024 | Alexis Wilson | Connections Academy- SoCal | Zen Cooper                    | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50           | Late Cancel  | 2.00<br>mom emailed OT at time of session-Zen was sleeping because he "had a tough day". Late cancel.  |
| 03/13/2024 | Alexis Wilson | Connections Academy- SoCal | Zen Cooper                    | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50           | Regular      | wordsearch 8/10 words within 25 minutes.   |
| 03/20/2024 | Alexis Wilson | Connections Academy- SoCal | Zen Cooper                    | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50           | Regular      | word search, handwriting   |
| 03/27/2024 | Alexis Wilson | Connections Academy- SoCal | Zen Cooper                    | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50           | Regular      | handwriting, wordsearch  |
|            |               |                            |                               |                      |            |          | 18.09          |              |  |

| Date       | Provider          | School                     | Student(s)              | Service    | Start Time | End Time | Billable Descr   | Session Type | Note  |
|------------|-------------------|----------------------------|-------------------------|------------|------------|----------|------------------|--------------|---|
| 03/06/2024 | Ana Rosario Urena | Connections Academy- SoCal | Aenghus Decker-Knealing | Counseling | 12:00 PM   | 12:45 PM | 0.75 Regular     | 0.75         | Aenghus joined session on time and ready for discussion. He presented with content moods, with congruent affect. Aenghus checked in feeling "good and doing well at school." Worked on building social skills, team effort, planning, and positive character traits (leadership, kindness, and fairness), impulse control, and sportsmanship by practicing teamwork via a game. Created space to process and ask questions regarding upcoming reassignment.   |
| 03/06/2024 | Ana Rosario Urena | Connections Academy- SoCal | Agustin Perez           | Counseling | 09:00 AM   | 09:30 AM | 0.50 Regular     | 0.50         | Agustin joined the session on time and ready for discussion. Camera was off throughout the session. Agustin sounded calm, and content. He checked in feeling "okay." Briefly checked in about school, he is doing okay with his academic assignments. Continued providing psychoeducation on non-verbal communication (e.g., gestures, emotions, and body language). Agustin was engaged in the discussion by sharing his thoughts and answering questions.   |
| 03/06/2024 | Ana Rosario Urena | Connections Academy- SoCal | Alexander Oropeza       | Counseling | 02:00 PM   | 02:20 PM | 0.33 Regular     | 0.33         | Camera was off throughout the session. Alex joined session 7 minutes late and ready for discussion. Alex sounded content and checked-in feeling "good." Checked in about his academic performance and progress with increasing motivation to complete schoolwork. Briefly checked in about any inquiries regarding upcoming reassignment.   |
| 03/13/2024 | Ana Rosario Urena | Connections Academy- SoCal | Alexander Oropeza       | Counseling | 02:00 PM   | 02:20 PM | 0.33 Regular     | 0.67         | Camera was off throughout the session. Alex joined session on time and ready for discussion. Alex sounded content and checked-in feeling "good." Checked in about his academic performance and progress with increasing motivation to complete schoolwork. Created space to share fun memories during counseling sessions, processing, and asking questions.  |
| 03/05/2024 | Ana Rosario Urena | Connections Academy- SoCal | Alexiconia Howard       | Counseling | 09:00 AM   | 10:00 AM | 1.00 Regular     | 1.00         | Alexiconia joined session 10 minutes late and ready for discussion. Camera was off throughout the session. She checked-in feeling "good and doing well at school." Continued discussing recent events in her family. Continue working on developing skills for engaging in brief conversations with people in order to increase confidence in social communication. Provided psychoeducation on social anxiety. Discussed upcoming reassignment. Created space for Alexiconia to process and ask questions. |
| 03/12/2024 | Ana Rosario Urena | Connections Academy- SoCal | Alexiconia Howard       | Counseling | 09:00 AM   | 10:00 AM | 1.00 Late Cancel | 2.00         | Late cancel. Reached out to parent to inquire about student attendance. Parent replied student was not attending session due to not feeling well.   |
| 03/05/2024 | Ana Rosario Urena | Connections Academy- SoCal | Chloe Proenca-Hagerman  | Counseling | 03:00 PM   | 03:30 PM | 0.50 Regular     | 0.50         | Chloe joined session on time and ready for discussion. She checked in feeling "good." She presented with content moods, with congruent affect. This provider created space for Chloe to express her feelings and thoughts. Chloe reported doing well in her classes. Discussed recent updates with family events and challenges. Chloe is responding well to interventions. She openly shares her thoughts and challenges.  |
| 03/01/2024 | Ana Rosario Urena | Connections Academy- SoCal | Masterson Young         | Counseling | 02:00 PM   | 02:30 PM | 0.50 Regular     | 0.50         | Masterson joined session on time and was ready for discussion. He checked in feeling "good." He continues to present with content and cheerful moods, with congruent affect. Checked in about his academic progress. Masterson reported doing better with his assignments and continuing trying his best to stay on track. Continued sharing about Masterson's adjustment to recent changes in his family life. Discussed upcoming reassignment. Created space to process and ask questions.                |
| 03/08/2024 | Ana Rosario Urena | Connections Academy- SoCal | Masterson Young         | Counseling | 03:00 PM   | 03:30 PM | 0.50 Regular     | 1.50         | Masterson joined session 8 minutes late and was ready for discussion. He checked in feeling "good." He continues to present with content and cheerful moods, with congruent affect. Engaged in preferred/fun activity in celebration of our last session prior to reassignment. Created space to share fun memories during counseling, ask questions, and share any last thoughts.  |
| 03/15/2024 | Ana Rosario Urena | Connections Academy- SoCal | Masterson Young         | Counseling | 02:00 PM   | 02:30 PM | 0.50 Regular     | 0.50         | No show after 15-minute wait time.  |
| 03/01/2024 | Ana Rosario Urena | Connections Academy- SoCal | Nikai Young             | Counseling | 08:30 AM   | 09:00 AM | 0.50 No Show     | 0.50         | No show after 15-minute wait time.  |

| Date       | Provider          | School                     | Student(s)       | Service    | Start Time | End Time | Billable Descr | Session Type | Note   |
|------------|-------------------|----------------------------|------------------|------------|------------|----------|----------------|--------------|--|
| 03/08/2024 | Ana Rosario Urena | Connections Academy- SoCal | Nikai Young      | Counseling | 08:30 AM   | 09:00 AM | 0.50 No Show   | 1.00         | Last scheduled session. Student absent. No show after 15-minute wait time.   |
| 03/05/2024 | Ana Rosario Urena | Connections Academy- SoCal | Rylee Wintland   | Counseling | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Camera was off for most of the session. She joined session 5 minutes and ready for discussion. Rylee presented with content and calm moods, with congruent affect. She checked in feeling "good and doing well at school." Worked on increasing social engagement, team effort, and planning via a game. Rylee was responsive to interventions. She was actively engaged and seemed to enjoy the activity, as evidenced by her increase in positive moods by the end of the session.   |
| 03/12/2024 | Ana Rosario Urena | Connections Academy- SoCal | Rylee Wintland   | Counseling | 12:30 PM   | 01:00 PM | 0.50 Regular   | 1.00         | Camera was off for most of the session. She joined session 5 minutes late and ready for discussion. Rylee presented with content and calm moods, with congruent affect. She checked in feeling "good." Continued working on art therapy given that art is one of Rylee's referred coping strategy and self-care activity. Continued discussion reassignment. Created space for Rylee to process and ask questions.   |
| 03/04/2024 | Ana Rosario Urena | Connections Academy- SoCal | Samuel Bayona    | Counseling | 11:00 AM   | 11:30 AM | 0.50 Regular   |              | Samuel joined the session on time and ready for discussion. He presented with content moods, with congruent affect. Discussed recent family events, and school progress. Continued processing upcoming reassignment. Samuel openly asked questions and shared his favorite memories from counseling sessions.  |
| 03/06/2024 | Ana Rosario Urena | Connections Academy- SoCal | Santiago Padilla | Counseling | 04:00 PM   | 04:30 PM | 0.50 No Show   | 0.50         | No show after 15-minute wait time.   |
| 03/13/2024 | Ana Rosario Urena | Connections Academy- SoCal | Santiago Padilla | Counseling | 04:00 PM   | 04:30 PM | 0.50 No Show   | 1.00         | No show after 15-minute wait time.   |
| 03/04/2024 | Ana Rosario Urena | Connections Academy- SoCal | Seven Isaacs     | Counseling | 01:30 PM   | 02:00 PM | 0.50 Regular   |              | Seven joined the session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Seven checked in feeling "good and doing well at school." Continued working on joint attention and social skills using preferred and nonpreferred activities. He continues to demonstrate good sportsmanship. However, he continues to benefit from help managing losing the game and exposure to new situations/scenarios to increase distress and frustration tolerance. Discussed upcoming reassignment. Created space for Seven to process and ask questions.        |
| 03/11/2024 | Ana Rosario Urena | Connections Academy- SoCal | Seven Isaacs     | Counseling | 01:30 PM   | 02:00 PM | 0.50 Regular   | 1.00         | Seven joined the session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Seven checked in feeling "good." Continued working on joint attention and social skills using preferred and nonpreferred activities. He continues to demonstrate good sportsmanship. However, he continues to benefit from help managing losing the game and exposure to new situations/scenarios to increase distress and frustration tolerance. Continued discussing upcoming reassignment. Seven openly asked questions and shared favorite memories from counseling. |
| 03/04/2024 | Ana Rosario Urena | Connections Academy- SoCal | Sincere Miller   | Counseling | 12:00 PM   | 12:30 PM | 0.50 No Show   |              | No show after 15-minute wait time. Reached out to parent. However, student did not join session.   |
| 03/11/2024 | Ana Rosario Urena | Connections Academy- SoCal | Sincere Miller   | Counseling | 12:00 PM   | 12:30 PM | 0.50 No Show   | 1.00         | No show after 15-minute wait time. Reached out to parent. Student never joined.  |
| 03/04/2024 | Ana Rosario Urena | Connections Academy- SoCal | Zen Cooper       | Counseling | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Zen joined session on time and ready for discussion. He presented with content and cheerful moods, with congruent affect. Zen checked in feeling "good and doing well at school." Continued building social skills, impulse control, and sportsmanship by practicing turn-taking. Zen continues to respond well to interventions addressed increase adaptive social interactions/skills. Zen was able to show independent interest in topics that were not related to him.   |
| 03/11/2024 | Ana Rosario Urena | Connections Academy- SoCal | Zen Cooper       | Counseling | 12:30 PM   | 01:00 PM | 0.50 Regular   | 1.00         | Zen joined session on time and ready for discussion. He presented with content and cheerful moods, with congruent affect. Zen checked in feeling "good." Discussed upcoming reassignment. Provided space for Zen to process and ask questions. Continued building social skills, impulse control, and sportsmanship by practicing turn-taking. Zen continues to respond well to interventions addressed increase adaptive social interactions/skills.  |
|            |                   |                            |                  |            |            |          | 12.42          |              |  |

| Date       | Provider         | School                     | Student(s)        | Service        | Start Time | End Time | Billable Dcitr Session Type | Note  |
|------------|------------------|----------------------------|-------------------|----------------|------------|----------|-----------------------------|---|
| 03/05/2024 | Catherine Bogues | Connections Academy- SoCal | Alexander Oropeza | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50 Regular                | Inference-80% mod (multiple repetitions and verbal prompts), idioms (retention) -65% max (new)-30% max  |
| 03/12/2024 | Catherine Bogues | Connections Academy- SoCal | Alexander Oropeza | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50 Regular                | Inferences-50% max, idioms (retention)-75% mod (NEW) baseline-50% max   |
| 03/27/2024 | Catherine Bogues | Connections Academy- SoCal | Alexander Oropeza | IEP Prep       | 10:00 AM   | 10:25 AM | 0.42 IEP Prep               | IEP prep annual   |
| 1.42       |                  |                            |                   |                |            |          |                             |   |
| 03/05/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | Really sick today. Auditory processing severely affected sound understanding and production. 1 /t/-100% min /k/-65% max /-k/ max /m/-65% (b/m) max /p/-100% min. F /t/-15% (-t, p/t) max /k/-35% (p/t) /p/-65% (-p) max /d/-40% (-d, b/d) max /m/-40% (n/m) max. B^D^G^ (syllable)-100% min (co-artic)-100% min (slow production), vocab retention (city)-65% max (park)-85% min, on-topic ans-100% mod |
| 03/06/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | B^D^G^ (syllable) 60% mod (co-artic)-85% min, min pairs 1 /t/-100% /k/-35% max (s/t, -t) /p/-100% /m/-100%, F ?/t/-100% /k/-100% /p/-100% /m/-40% (n/m, -/m), /d/-65% (-d), vocab retention (city)-65% mod (park)-75% min   |
| 03/12/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | B^D^G^ (syllables)-100% min (co-artic) 100% min (slowly), min pairs 1 /t/-100% min /k/-50% max (m/k, b/k) /p/-100% min /m/-100% min /b/-45% max (t/b, m/b) /n/-0% (n/m), F /t/-80% (p/b) k-35% max /-k/ p/k, n/k) /b/-100% min /m/-100% min /n/-100% min, vocab retention (city)-80% mod  |
| 03/13/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | He needed a lot of repetitions today for all activities (hub? or what did you say w/ used frequently) Min pairs 1 /t/-100% min /k/-50% max (p/k, -/k, b/k) /p/-80% m /b/-100% min /n/-100% min, F /t/-100% min /k/-25% max (p/k, -/k, /d/-100% min /n/-100% min /m/-40% max (n/n), vocab Retention (park)-95% mod   |
| 03/19/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | B^D^G^ (syllable)-100% min (co-artic)-80% mod support (self corrected once), min pairs 1 /t/-85% min (p/t) /k/-7% mon (p/k) /p/-100% min /b/-50% max (p/b, n/p, p/b, -/b) /m/-100% min, F /t/-80% min (-t) /k/-80% min (-k) /p/-100% min /d/-100% min /m/-100% min /n/-100% min, scenarios (retention) park-85% mod   |
| 03/20/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | B^D^G^ (syll) 100% min (co-artic)-100% min, min pairs 1 /t/-100% min /b/-10% max (t/k, p/k) /p/-80% min (t/p) /m/-100% min /b/-55% max (p/b, /b) F /t/-100% min /k/-35% max (p/k, t/k, -/k) /p/-80% min /d/-100% min /m/-65% (n/m) max, /n/-100% min, vocab (country)-75% max   |
| 03/26/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | Min Pairs 1 /k/-40% max (p/t/k), /b/-80% min (f/b), F /k/-20% max, B^D^G^ (syllable)-100% min (co-artic)-100% min, vocab (retention) country-75% max, (NEW) gas station-60% max   |
| 03/27/2024 | Catherine Bogues | Connections Academy- SoCal | Brian Guillen     | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | On-topic ans-85% min, min pairs 1 /k/-70% mod (h,p/k) /b/-100% min, F /k/-75% mod (-/k) /m/-80% min (n/m), vocab baseline (new) airport-60% max, B^D^G^ (syllable)-100% min (co-artic)-100% min   |
| 03/05/2024 | Catherine Bogues | Connections Academy- SoCal | Jahmi Ivie        | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 No Show                | 4.00<br>Texted w/o reply, tried to leave msg but mail box was not accepting messages.   |
| 03/12/2024 | Catherine Bogues | Connections Academy- SoCal | Jahmi Ivie        | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | Define vocab from context-65% mod, organize thoughts (grammar)-85% mod, body language (complex)-65% mod (infer)-100% min  |
| 03/19/2024 | Catherine Bogues | Connections Academy- SoCal | Jahmi Ivie        | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 No Show                | Called and texted. Left msgs on both without response.  |
| 03/26/2024 | Catherine Bogues | Connections Academy- SoCal | Jahmi Ivie        | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 No Show                | Left msg for team on Connexus to see if I am to continue offering services. There was not a response and it is not noted in her IA that all services should be placed on hold. I texted family at 1:02 pm and attempted to leave a VM when I called family at 1:04 pm, but the msg box was not accepting msgs.  |
| 03/06/2024 | Catherine Bogues | Connections Academy- SoCal | Jonathan Ramirez  | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | 2.00<br>Negative ?'s (exclusion)-75% mod, same-100% mod, different-45% max, simple inferences-75% mod   |
| 03/13/2024 | Catherine Bogues | Connections Academy- SoCal | Jonathan Ramirez  | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | Neg ?'s (exclusion) 70% max, same-75% mod, different-65% max, simple inferences-80% max   |
| 03/20/2024 | Catherine Bogues | Connections Academy- SoCal | Jonathan Ramirez  | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 Late Cancel            | Late cancellation. Neighborhood lost power.   |
| 03/27/2024 | Catherine Bogues | Connections Academy- SoCal | Jonathan Ramirez  | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | inferences (easy)-45% max, same-85% min, different-70% max, neg ?'s (exclusion) -75% mod  |
| 03/05/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper        | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular                | 2.00<br>Did not want to do speech or participate. After 15 min, he sat down and needed maximum prompts to participate. Inference ?'s-70% max, feelings (his)-100% max (others)-100% max (from inference ?'s)  |



| Date       | Provider         | School                     | Student(s) | Service        | Start Time | End Time | Billable Decir Session Type | Note   |
|------------|------------------|----------------------------|------------|----------------|------------|----------|-----------------------------|--|
| 03/06/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular                | Body lang (infer why) him-35% max others-85% min, /s/ CV-65% mod VC-100% min, sb/ch-production of sounds appropriate for entire session, Inferences-85% n (needed multiple repetitions but let me know he needed it repeated)        |
| 03/12/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular                | Very difficult day. Exited out of Zoom 2 times and ignored therapist for most of session. Maximum support was required for him to be successful today on his lessons. Body lang inference (him)-65% (others)-65%, /s/ CV-100% VC-40% |
| 03/13/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular                | Did not work well today. Needed maximum prompting to stay focused and needed multiple repetition. Inference-100% max, body language (him)-30% max (others)-60% max (he easily states emotions during inferences-100% min)            |
| 03/19/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Late Cancel            | Txt and call (left msgs on both) Parent texted 20 min into his session to let me know he was taking a test and she forgot about his speech session.  |
| 03/20/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular                | Needed max support to pay attention to tasks. Inferences-60% max, body lang (him)-75% max (others)-100% mod, ask ?'s (start, continue, finish)-100% min  |
| 03/27/2024 | Catherine Bogues | Connections Academy- SoCal | Zen Cooper | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular                | Infer-65% max, body language infer (him)-85% max (others)-75% max, /s/ CV-75% mod VC-75% mod, ask reciprocal ?'s-75% min   |
|            |                  |                            |            |                |            |          | 3.50                        |  |
|            |                  |                            |            |                |            |          | 12.92                       |  |



| Date       | Provider        | School                     | Student(s)     | Service        | Start Time | End Time | Billable Decir Session Type                       | Note  |
|------------|-----------------|----------------------------|----------------|----------------|------------|----------|---|---|
| 03/01/2024 | Christine Torio | Connections Academy- SoCal | Arielle Ocano  | IEP Attendance | 03:00 PM   | 03:50 PM | 0.83 IEP Attendance Triennial IEP                 |   |
| 03/15/2024 | Christine Torio | Connections Academy- SoCal | Bryce Bartlett | IEP Attendance | 01:30 PM   | 03:10 PM | 1.67 IEP Attendance                               | Email was sent one hour prior to session start time as reminder. Email sent again at beginning of session start time. No response |
| 03/14/2024 | Christine Torio | Connections Academy- SoCal | Treyce Miles   | Speech Therapy | 01:00 PM   | 01:15 PM | 0.25 No Show                                      |   |
| 03/21/2024 | Christine Torio | Connections Academy- SoCal | Treyce Miles   | Speech Therapy | 01:00 PM   | 01:15 PM | 0.25 No Show                                      | SLP emailed parent 5min after session start time. Student no-showed to session.   |
| 03/26/2024 | Christine Torio | Connections Academy- SoCal | Treyce Miles   | IEP Attendance | 11:00 AM   | 12:00 PM | 1.00 IEP Attendance Annual IEP meeting attendance |   |
|            |                 |                            |                |                |            |          | 1.50  |   |
|            |                 |                            |                |                |            |          | 4.00  |   |

| Date       | Provider         | School                     | Student(s)       | Service              | Start Time | End Time | Billable Decit Session Type | Note  |
|------------|------------------|----------------------------|------------------|----------------------|------------|----------|-----------------------------|---|
| 03/06/2024 | Dyanne Van Peter | Connections Academy- SoCal | Aiden Ilaoa      | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular                | Sight word BINGO on computer to improve letter recognition and visual perceptual/scanning skills. Copying A-Z > improving formation but still large an misalignment noted. Using STOP-n-GO wide adaptive paper. ST very motivated work today.   |
| 03/13/2024 | Dyanne Van Peter | Connections Academy- SoCal | Aiden Ilaoa      | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50 Late Cancel            | LATE CANCEL 2/2 Parent taking ST to MD 2/2 possible pink eye infection w/ST reporting pain and eye fatigue.   |
| 03/20/2024 | Dyanne Van Peter | Connections Academy- SoCal | Aiden Ilaoa      | Occupational Therapy | 11:00 AM   | 11:30 AM | 0.50 Regular                | Novel typing game for computer exposure, FM + cog skills, and accessing coping mechanisms. Excelled at WORD BINGO > worked on click-n-drag skills, good w/short drag > needs to work on control + longer distance.  |
| 03/27/2024 | Dyanne Van Peter | Connections Academy- SoCal | Aiden Ilaoa      | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular                | Miss Emma LC today > noted ST tolerated more assistance and HOH today and less resistance. Min-Mod verb cues to maintain boundaries on paper and assistan to physically place marker point on line. Would benefit from raised lined paper o possibly STOP-n-GO. Needs to work on diagonal lines/strokes . NOTE: Talk to C regarding vision and eyeglasses at next OT. |
| 03/06/2024 | Dyanne Van Peter | Connections Academy- SoCal | Alexander Gomes  | Occupational Therapy | 01:30 PM   | 02:00 PM | 0.50 Regular                | (I) writing A-Z w/ noted increased errors w/o visual grid. With grid increased productivity time and execution.   |
| 03/12/2024 | Dyanne Van Peter | Connections Academy- SoCal | Alexander Gomes  | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | Increase FM strength, dexterity + following direction via drawing video > focus o increasing (I) w/cues. Excellent follow through and keeping up w/instructions in a timely manner.   |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Alexander Gomes  | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50 No Show                | NO SHOW. OT waited online for 15 min, texted and called CT. CT returned text at 1:21PM stating that ST cannot attend OT 2/2 behavior.   |
| 03/26/2024 | Dyanne Van Peter | Connections Academy- SoCal | Alexander Gomes  | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | Sensory Fine motor there ex warm up. Copied 3 sentences using whiteboard. LC rapt ST was wetting paper this week. Completed Aa-Zz w/(I) self correction and improved size consistency. Good coping skills and very positive today.  |
| 03/01/2024 | Dyanne Van Peter | Connections Academy- SoCal | Anthony Almos    | Occupational Therapy | 09:00 AM   | 09:30 AM | 0.50 Regular                | ST worked on copying 3 sentences. Production very slow and has extreme difficu with spelling. Worked on keyboarding skills to improve dexterity and learn letter location + arrow use.  |
| 03/15/2024 | Dyanne Van Peter | Connections Academy- SoCal | Anthony Almos    | Occupational Therapy | 09:00 AM   | 09:30 AM | 0.50 Regular                | Focus on hand strength and following directions > overall excellent session. Min verb cue initially for spacing.  |
| 03/06/2024 | Dyanne Van Peter | Connections Academy- SoCal | Antonio Aranda   | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | Struggles w/arrow use (+) click-n-drag skills on keyboard. Copied 3 sentences fro classic tale #26. Good support from LC.   |
| 03/13/2024 | Dyanne Van Peter | Connections Academy- SoCal | Antonio Aranda   | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | Copied 3 sentences Classic Tale #28 on STOP-n-GO wide (change to narrow). Worked on click-n-drag w/noted improvement w/accuracy and duration of drag w/min-mod verb cue to hold "drag" longer before releasing.   |
| 03/27/2024 | Dyanne Van Peter | Connections Academy- SoCal | Antonio Aranda   | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | Poor interconnectivity today. Copied story from screen w/Mod-Max verbal cues scanning (+) staying on task, appears prompt dependent.  |
| 03/05/2024 | Dyanne Van Peter | Connections Academy- SoCal | Charles White    | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | A-Z from memory per ST request. Noted increased errors. Intro'd UC+LC grid. Will write vertical at times vs horizontal across paper. Reversal "E" "N" "S" "Z"   |
| 03/20/2024 | Dyanne Van Peter | Connections Academy- SoCal | Charles White    | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | Slow productivity writing Aa-Zz (w/grid) if LC is not at side full prompting. Completed 80% of alphabet in 28 mins.   |
| 03/27/2024 | Dyanne Van Peter | Connections Academy- SoCal | Charles White    | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | Aa-Zz from lateral near point grid (20 mons to complete). Very distracted today LC rptd same behavior or all classes + Speech today used headphones to filter no Mod verb cues to stay on task 3 pt grasp on pencil at lower shaft > rests at PIP vs web space  |
| 03/05/2024 | Dyanne Van Peter | Connections Academy- SoCal | Demetrius Guidry | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular                | Focus on using/typing grammatical marks. FM Ther Ex warm up 3 min type test 12 wpm 2 errors 2) 11 wpm 100% 3) 11 wpm 100%   |
| 03/12/2024 | Dyanne Van Peter | Connections Academy- SoCal | Demetrius Guidry | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular                | 3 min type test 1) 14 wpm 1 error 2) 15 wpm 100% 3) 15 wpm 100%   |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Demetrius Guidry | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular                | Sensory fine motor warm post 3 min type test #33 1) 12 wpm. 100% 2) 14 wpm. error 3) 18 wpm. 100% 5 min type test > 16 wpm 100%   |
| 03/26/2024 | Dyanne Van Peter | Connections Academy- SoCal | Demetrius Guidry | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular                | Novel task w/goal of following directions on video (+) increase (I) and resourcefulness Good following directions and great outcome w/artwork Mod ver cue to sequence & pace  |

| Date       | Provider         | School                     | Student(s)      | Service              | Start Time | End Time | Billable Descr | Session Type | Note  |
|------------|------------------|----------------------------|-----------------|----------------------|------------|----------|----------------|--------------|---|
| 03/01/2024 | Dyanne Van Peter | Connections Academy- SoCal | Eddie Camacho   | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Cont'd focus on A-Z formation UC + LC Max verb + vis cues to complete ask towards end began repeating letter/sound.   |
| 03/08/2024 | Dyanne Van Peter | Connections Academy- SoCal | Eddie Camacho   | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Increased participation completing A-Z UC+LC w/visual model and Mod verb cues.  |
| 03/15/2024 | Dyanne Van Peter | Connections Academy- SoCal | Eddie Camacho   | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Mod > Min verb cues (+) visual model for A-Z Grasp (R) 4 POINT Copied 2 sentences > appeared to do better w/copying sentences > noted increasing size consistency and alignment.  |
| 03/29/2024 | Dyanne Van Peter | Connections Academy- SoCal | Eddie Camacho   | Occupational Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular   |              | Aa-Zz copy w/grid and Mod-Max verb and vis cus to stay on task, sequence and completed. Better with sentences productivity once St understands task.  |
| 03/07/2024 | Dyanne Van Peter | Connections Academy- SoCal | Isaiah Blanquet | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular   | 2.00         | Began scribbling on paper w/adequate but light force using crayon. Clearly stated "blue" "purple". Appears to be showing more interest w/"writing".   |
| 03/14/2024 | Dyanne Van Peter | Connections Academy- SoCal | Isaiah Blanquet | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular   |              | Marker on whiteboard Post HOH carrying over vertical strokes (1st time) Workin on turn taking "coloring" on shapes 50% accuracy (L) adaptive grasp w/thumb r  |
| 03/28/2024 | Dyanne Van Peter | Connections Academy- SoCal | Isaiah Blanquet | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular   |              | Very calm again throughout the entire OT session. Sitting in place (lily w/ and w/ LC in room. Noted increasing interest/tolerance w/drawing. (L) adaptive grasp @ mid > lower shaft.                                       |
| 03/29/2024 | Dyanne Van Peter | Connections Academy- SoCal | Isaiah Blanquet | Occupational Therapy | 01:30 PM   | 02:00 PM | 0.50 Make-Up   | 2.00         | MU for 3/21/24 Cont'd emphasis on prolonged scribbling. vertical/horizontal/diagonal strokes > slowly emerging. Improved sitting tolerance able to remain most of a 30 min session seated on floor.                         |
| 03/05/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jackson Vincent | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Held marker (lily) < 30 sec x2. Brought marker to paper w/o marking. Tolerated removing tv control from hand > 20 mins w/use of distractions  |
| 03/12/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jackson Vincent | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Decreased interest and tolerance holding marker > pushing away Focused on learning/reviewing shapes and numbers. LC rpts ST did not engage in Speech today, which is unusual. Calm but decreased engagement.                |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jackson Vincent | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Holding marker (R) adaptive grasp 3-7 sec x3 For vertical strokes UE forearm support provided. ST reached for computer x1. Good visual attention and tolerance w/preskill writing activities.                               |
| 03/26/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jackson Vincent | Occupational Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular   |              | Per CL ST is now sleeping (lily) in his own room and bed. Tolerating HOH w/writing practice. 22 min working w/OT + LC at computer. 1st time ST gave "thumb's up" today at end of session.                                   |
| 03/01/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jaeden Srey     | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular   | 2.00         | Good coping skills with higher level typing challenges. FM Thex Ex Warm up 3 min type test Best of 3: 14 wpm 2 errors   |
| 03/08/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jaeden Srey     | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular   |              | Post ther ex warm up 3 min type test 1) 15 wpm 100% 2) 17 wpm 100% 3) 14 wpm 100%   |
| 03/15/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jaeden Srey     | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular   |              | WPM 100% Improved used of grammatical marks   |
| 03/28/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jaeden Srey     | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular   |              | Noted increased difficulty with typing fluidity today 3 min type test 1) 10 wpm 100% 2) 9 wpm 100% 3) 15 wpm 100%   |
| 03/29/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jaeden Srey     | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular   |              | SBA 2 navigate internet apps 3 min type test 1) 15 wpm 100% 2) 14 wpm 100# 3) 15 wpm 100%   |
| 03/29/2024 | Dyanne Van Peter | Connections Academy- SoCal | Jaeden Srey     | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Make-Up   | 2.50         | MU for 3/22/24 Cont'd improvement computer navigational skills The r ex warm up prior to typing 3 min type tesy 1) 15 wpm 100% 2) 14 wpm 100% 3) 13 wpm 100% 4) 15 wpm 100%   |
| 03/05/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:00 PM   | 03:30 PM | 0.50 Regular   |              | Warm up FM ther ex 5 min type test > 12 wpm 100%  |
| 03/06/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:00 PM   | 03:30 PM | 0.50 Regular   |              | 3 min type test 1) 12 wpm 100% 2) 10 wpm 100% 3) 13 wpm 100%  |
| 03/12/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:00 PM   | 03:30 PM | 0.50 Regular   |              | Post FM ther ex warm up 3 min type test 1) 13 wpm 100% 2) 12 wpm 100% 3) 13 wpm 100%  |
| 03/13/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:30 PM   | 04:00 PM | 0.50 Regular   |              | Worked on click-n-drag skills 3 min type test 1) 14 wpm 100% 2) 15 wpm 100%   |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:00 PM   | 03:30 PM | 0.50 Regular   |              | 5 min type test 1) 13 wpm 100%  |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:00 PM   | 03:30 PM | 0.50 Regular   |              | Completed higher level visual perpetual + executive functioning task w/ 2 verbal cues. Task included folding, drawing, coloring, following directions per video w/good self pacing. Excellent focus and productivity today. |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:30 PM   | 04:00 PM | 0.50 Make-Up   |              | MU session for next day 03/20/24 due to schedule time conflict. Min-Mod verb cu to reorg for OT (1-2 mins) 3 min type test #33 1) 14 wpm. 100% 2) 16 wpm. 100% 3) 16 wpm 100%   |
| 03/26/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illec  | Occupational Therapy | 03:00 PM   | 03:30 PM | 0.50 Regular   |              | Post Sensory FM There Ex warm up 3 min type test 1) 14 wpm 100% #33 2) 14 wpm 100% #30 3) 16 wpm 100% #32   |

| Date       | Provider         | School                     | Student(s)      | Service              | Start Time | End Time | Billable Descr | Session Type | Note  |
|------------|------------------|----------------------------|-----------------|----------------------|------------|----------|----------------|--------------|---|
| 03/27/2024 | Dyanne Van Peter | Connections Academy- SoCal | Mohammed Illeez | Occupational Therapy | 03:30 PM   | 04:00 PM | 0.50           | Regular      | Improved computer keyboarding skills and navigating internet. Min verb cue (decreasing) to return to task as set up. 3 min type test 1)12 wpm 100% 2) 15 wpm 100% 3) 14 wpm 100%  |
| 03/05/2024 | Dyanne Van Peter | Connections Academy- SoCal | Zechariah Gomez | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50           | Regular      | Copy from screen 3 (6 word) sentences 4x verb cues to sit up right at computer 1' mins to copy 3 sentences.   |
| 03/12/2024 | Dyanne Van Peter | Connections Academy- SoCal | Zechariah Gomez | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50           | Regular      | (I) Aa-Zz w/self correcting using alpha grid Copied 2 sentences (4 - 11wrods) 7 mins to complete Noted inconsistent sizing improving + alignment awareness Uses (R) tripod > 4 point grasp at lower end of shaft. Cont'd focused on writing A Zz and slow productivity > 18' 44" to completed with min verb cues. Per CT, ST "having a bad day". Mod verb cues to sit upright w/torso, tends to slouch or lay c UE while sitting (NOTE: ST at low table). |
| 03/19/2024 | Dyanne Van Peter | Connections Academy- SoCal | Zechariah Gomez | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50           | Regular      | NO SHOW for 11:30am appt. OT waited online for 15 mins, text and emailed family. CT returned text at 12:48pm stating older son at "Fitness testing" and thought more time than anticipated. Confirmed next OT Tues 4/02/24 at 11:30am   |
| 03/26/2024 | Dyanne Van Peter | Connections Academy- SoCal | Zechariah Gomez | Occupational Therapy | 11:30 AM   | 12:00 PM | 0.50           | No Show      |   |
|            |                  |                            |                 |                      |            |          |                |              | 2.00  |
|            |                  |                            |                 |                      |            |          |                |              | 24.50   |

| Date       | Provider      | School                     | Student(s)    | Service | Start Time | End Time | Billable Decir Session Type | Note   |
|------------|---------------|----------------------------|---------------|---------|------------|----------|-----------------------------|--------|
| 03/01/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/04/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/05/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/06/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/07/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/08/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/11/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/12/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/13/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/14/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/15/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/18/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | 45 min |
| 03/19/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/20/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/21/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/22/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/25/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/26/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/27/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/28/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |
| 03/29/2024 | Edna Guerrero | Connections Academy- SoCal | Adam Martinez | IIS-340 | 03:30 PM   | 04:15 PM | 0.75 Regular                | AJ     |

15.75

15.75

| Date       | Provider         | School                     | Student(s)         | Service    | Start Time | End Time | Billable Decir Session Type | Note                          |
|------------|------------------|----------------------------|--------------------|------------|------------|----------|-----------------------------|-------------------------------|
| 03/04/2024 | Jessica Chermezi | Connections Academy- SoCal | Cora Whittingham   | Counseling | 01:30 PM   | 02:15 PM | 0.75 Regular                | REC PLUS MAKEP                |
| 03/08/2024 | Jessica Chermezi | Connections Academy- SoCal | Paige Soto-Montoya | Counseling | 01:00 PM   | 01:30 PM | 0.50 No Show                | no show case manager notified |
| 03/04/2024 | Jessica Chermezi | Connections Academy- SoCal | Salvador Ruiz      | Counseling | 02:30 PM   | 03:00 PM | 0.50 Regular                | Coping skills worksheet       |
|            |                  |                            |                    |            |            |          | 1.75                        |                               |

| Date       | Provider            | School                     | Student(s)     | Service              | Start Time | End Time | Billable Descr | Session Type | Note   |
|------------|---------------------|----------------------------|----------------|----------------------|------------|----------|----------------|--------------|--|
| 03/06/2024 | Jocelyn Del Rosario | Connections Academy- SoCal | Tinsley Twyman | Occupational Therapy | 02:00 PM   | 03:00 PM | 1.00           | Regular      | ST participated in an open-ended conversation and demonstrated appropriate responses with highly preferred topic.  |
| 03/13/2024 | Jocelyn Del Rosario | Connections Academy- SoCal | Tinsley Twyman | Occupational Therapy | 02:00 PM   | 03:00 PM | 1.00           | Regular      | ST identified her zone and responded appropriately to highly preferred topic but continued to be very selective with the task she would like to engage in.<br>ST camera was off but participated in an open-ended on a highly-preferred topic conversation and reported she was in a green zone. Demonstrated self-directive behavior 75% of time. |
| 03/20/2024 | Jocelyn Del Rosario | Connections Academy- SoCal | Tinsley Twyman | Occupational Therapy | 02:00 PM   | 03:00 PM | 1.00           | Regular      | ST logged in late but had a valid reason. Was very receptive and responsive today.   |
| 03/27/2024 | Jocelyn Del Rosario | Connections Academy- SoCal | Tinsley Twyman | Occupational Therapy | 02:00 PM   | 03:00 PM | 1.00           | Regular      | OT consult and collaboration with CM and CT.   |
| 03/28/2024 | Jocelyn Del Rosario | Connections Academy- SoCal | Tinsley Twyman | Occupational Therapy | 11:00 AM   | 12:00 PM | 1.00           | Regular      | OT consult and collaboration with CM and CT.   |
| 03/29/2024 | Jocelyn Del Rosario | Connections Academy- SoCal | Tinsley Twyman | IEP Attendance       | 11:00 AM   | 12:00 PM | 1.00           | IEP Attendan | Annual IEP held and completed today.   |
|            |                     |                            |                |                      |            |          | 6.00           |              |  |
|            |                     |                            |                |                      |            |          | 6.00           |              |  |



| Date       | Provider       | School                     | Student(s)     | Service            | Start Time | End Time | Billable Decir Session Type | Note                 |
|------------|----------------|----------------------------|----------------|--------------------|------------|----------|-----------------------------|----------------------|
| 03/05/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/07/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/12/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/14/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/18/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/21/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/26/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/28/2024 | Joyce Carrillo | Connections Academy- SoCal | Adam Martinez  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/11/2024 | Joyce Carrillo | Connections Academy- SoCal | Bryce Bartlett | Progress Reporting | 08:00 AM   | 08:15 AM | 0.25 Regular                | 4.00 progress report |
| 03/01/2024 | Joyce Carrillo | Connections Academy- SoCal | Lucian McCall  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | 0.25 Counseling      |
| 03/15/2024 | Joyce Carrillo | Connections Academy- SoCal | Lucian McCall  | Counseling         | 03:30 PM   | 04:00 PM | 0.50 Regular                | Counseling           |
| 03/22/2024 | Joyce Carrillo | Connections Academy- SoCal | Lucian McCall  | Counseling         | 12:30 PM   | 01:00 PM | 0.50 Regular                | Counseling           |
| 03/29/2024 | Joyce Carrillo | Connections Academy- SoCal | Lucian McCall  | Counseling         | 12:30 PM   | 01:00 PM | 0.50 Regular                | Counseling           |
| 03/01/2024 | Joyce Carrillo | Connections Academy- SoCal | Marc Sweeney   | Counseling         | 10:00 AM   | 10:15 AM | 0.25 Regular                | 2.00 counseling      |
| 03/08/2024 | Joyce Carrillo | Connections Academy- SoCal | Marc Sweeney   | Counseling         | 10:00 AM   | 10:15 AM | 0.25 Regular                | Counseling           |
| 03/15/2024 | Joyce Carrillo | Connections Academy- SoCal | Marc Sweeney   | Counseling         | 10:00 AM   | 10:15 AM | 0.25 Regular                | Counseling           |
|            |                |                            |                |                    |            |          | 7.00                        | 0.75                 |

| Date       | Provider           | School                     | Student(s)             | Service        | Start Time | End Time | Billable Descr      | Session Type | Note   |
|------------|--------------------|----------------------------|------------------------|----------------|------------|----------|---------------------|--------------|--|
| 03/20/2024 | Kimberley Springer | Connections Academy- SoCal | Alexander Oropeza      | Counseling     | 02:00 PM   | 02:20 PM | 0.33 Regular        |              | Introduced self, reviewed limits to confidentiality.   |
| 03/27/2024 | Kimberley Springer | Connections Academy- SoCal | Alexander Oropeza      | Counseling     | 01:00 PM   | 01:20 PM | 0.33 Regular        |              | weekly counseling session  |
| 03/19/2024 | Kimberley Springer | Connections Academy- SoCal | Alexicon Howard        | Counseling     | 09:00 AM   | 10:00 AM | 1.00 Regular        |              | Joined at 9:16, introducing self   |
| 03/26/2024 | Kimberley Springer | Connections Academy- SoCal | Alexicon Howard        | Counseling     | 09:00 AM   | 10:00 AM | 1.00 Regular        |              | weekly counseling session  |
| 03/19/2024 | Kimberley Springer | Connections Academy- SoCal | Chloe Proenca-Hagerman | Counseling     | 03:00 PM   | 03:30 PM | 0.50 Regular        |              | introduced myself and went over limits of confidentiality  |
| 03/26/2024 | Kimberley Springer | Connections Academy- SoCal | Chloe Proenca-Hagerman | Counseling     | 03:00 PM   | 03:30 PM | 0.50 Regular        |              | weekly session completed   |
| 03/21/2024 | Kimberley Springer | Connections Academy- SoCal | Cole Ridgley           | IEP Prep       | 07:00 AM   | 07:15 AM | 0.25 IEP Prep       |              | emailed parents to get their input since school counseling has not yet begun                               |
| 03/27/2024 | Kimberley Springer | Connections Academy- SoCal | Cole Ridgley           | IEP Attendance | 02:00 PM   | 03:40 PM | 1.67 IEP Attendance |              | 90 minutes scheduled and adjourned at 3:38.  |
| 03/20/2024 | Kimberley Springer | Connections Academy- SoCal | Cora Whittingham       | Counseling     | 03:00 PM   | 03:30 PM | 0.50 Regular        |              | Met with student (and mom at student's request) and went over introductions and limits to confidentiality. |
| 03/22/2024 | Kimberley Springer | Connections Academy- SoCal | Masterson Young        | Counseling     | 02:00 PM   | 02:30 PM | 0.50 Regular        |              | Introduced self, explained limits of confidentiality.  |
| 03/26/2024 | Kimberley Springer | Connections Academy- SoCal | Masterson Young        | IEP Attendance | 08:00 AM   | 09:00 AM | 1.00 IEP Attendance |              | One hour booked for IEP progress monitoring meeting. IEP team met to review                                |
| 03/29/2024 | Kimberley Springer | Connections Academy- SoCal | Masterson Young        | Counseling     | 02:00 PM   | 02:30 PM | 0.50 Regular        |              | weekly session, discussed upcoming school change   |
| 03/22/2024 | Kimberley Springer | Connections Academy- SoCal | Paige Soto-Montoya     | Counseling     | 03:30 PM   | 04:00 PM | 0.50 Regular        |              | Introduced self, explained limits of confidentiality.  |
| 03/29/2024 | Kimberley Springer | Connections Academy- SoCal | Paige Soto-Montoya     | Counseling     | 03:30 PM   | 04:00 PM | 0.50 Regular        |              | weekly session, reviewed managing anxiety  |
| 03/19/2024 | Kimberley Springer | Connections Academy- SoCal | Rylee Wintland         | Counseling     | 12:30 PM   | 01:00 PM | 0.50 Regular        |              | Re-introducing self to Rylee, review limits to confidentiality   |
| 03/26/2024 | Kimberley Springer | Connections Academy- SoCal | Rylee Wintland         | Counseling     | 12:30 PM   | 01:00 PM | 0.50 Regular        |              | weekly counseling session  |
| 03/28/2024 | Kimberley Springer | Connections Academy- SoCal | Rylee Wintland         | IEP Attendance | 11:30 AM   | 12:00 PM | 0.50 IEP Attendance |              | IEP team met for triennial review, review of records. Parent asked team meet                               |
| 03/21/2024 | Kimberley Springer | Connections Academy- SoCal | Salvador Ruiz          | IEP Prep       | 07:15 AM   | 07:30 AM | 0.25 IEP Prep       |              | emailed parents to get their input since school counseling has not yet begun                               |
| 03/25/2024 | Kimberley Springer | Connections Academy- SoCal | Salvador Ruiz          | Counseling     | 03:00 PM   | 03:30 PM | 0.50 Regular        |              | introduced self, explained limits to confidentiality   |
| 03/25/2024 | Kimberley Springer | Connections Academy- SoCal | Salvador Ruiz          | IEP Attendance | 01:00 PM   | 02:30 PM | 1.50 IEP Attendance |              | 90 minutes cleared for Salvador's IEP meeting per school. Meeting was translated                           |
| 03/18/2024 | Kimberley Springer | Connections Academy- SoCal | Santiago Padilla       | Counseling     | 02:30 PM   | 03:00 PM | 0.50 No Show        |              | Texted and emailed with no response. Waited full 30 minutes just in case.                                  |
| 03/25/2024 | Kimberley Springer | Connections Academy- SoCal | Santiago Padilla       | Counseling     | 02:30 PM   | 03:00 PM | 0.50 Regular        |              | Texted reminders to student and parents. Student joined at 2:49 and responded in                           |
| 03/27/2024 | Kimberley Springer | Connections Academy- SoCal | Savannah Cash          | Counseling     | 03:40 PM   | 04:20 PM | 0.67 No Show        |              | chat. Microphone and camera were off. Introduced self and explained limits of                              |
| 03/18/2024 | Kimberley Springer | Connections Academy- SoCal | Seven Isaacs           | Counseling     | 01:30 PM   | 02:00 PM | 0.50 Regular        |              | confidentiality.   |
| 03/26/2024 | Kimberley Springer | Connections Academy- SoCal | Seven Isaacs           | Counseling     | 01:30 PM   | 02:00 PM | 0.50 Regular        |              | Counseling session was scheduled for 3:30 but began late due to IEP running over                           |
| 03/18/2024 | Kimberley Springer | Connections Academy- SoCal | Sincere Miller         | Counseling     | 12:00 PM   | 12:30 PM | 0.50 No Show        |              | Parent was notified via text with no response. Email was sent reminding of open                            |
| 03/25/2024 | Kimberley Springer | Connections Academy- SoCal | Sincere Miller         | Counseling     | 12:00 PM   | 12:30 PM | 0.50 Regular        |              | zoom room session. Savannah did not attend or respond by 4pm, so the room was                              |
| 03/22/2024 | Kimberley Springer | Connections Academy- SoCal | Zen Cooper             | Counseling     | 01:30 PM   | 02:00 PM | 0.50 Regular        |              | closed.  |
| 03/29/2024 | Kimberley Springer | Connections Academy- SoCal | Zen Cooper             | Counseling     | 01:30 PM   | 02:00 PM | 0.50 Regular        |              | re-introducing myself to Seven as his counseling provider, as we spoke a year ago                          |
|            |                    |                            |                        |                |            |          |                     |              | discussed goals and calming strategies   |
|            |                    |                            |                        |                |            |          |                     |              | Had emailed link to family. Texted and emailed I was waiting. Family responded.                            |
|            |                    |                            |                        |                |            |          |                     |              | 12:21 asking for link to be texted. It was sent but student did not arrive by 12:30.                       |
|            |                    |                            |                        |                |            |          |                     |              | Introduced self, explained limits to confidentiality   |
|            |                    |                            |                        |                |            |          |                     |              | Introduced self, explained limits of confidentiality.  |
|            |                    |                            |                        |                |            |          |                     |              | weekly session, reviewed social skills and discussed   |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable Decir Session Type | Note |
|------|----------|--------|------------|---------|------------|----------|-----------------------------|------|
|------|----------|--------|------------|---------|------------|----------|-----------------------------|------|

17.50

| Date       | Provider     | School                     | Student(s)               | Service        | Start Time | End Time | Billable | Decir Session Type | Note  |
|------------|--------------|----------------------------|--------------------------|----------------|------------|----------|----------|--------------------|---|
| 03/06/2024 | Kylie Buatsi | Connections Academy- SoCal | Ivan Juarez              | Speech Therapy | 10:00 AM   | 10:15 AM | 0.25     | Late Cancel        | LC  |
| 03/13/2024 | Kylie Buatsi | Connections Academy- SoCal | Ivan Juarez              | Speech Therapy | 10:00 AM   | 10:15 AM | 0.25     | Regular            | Addressed making social inferences when given a picture and a written scenario and providing the appropriate action, comment, response. |
| 03/27/2024 | Kylie Buatsi | Connections Academy- SoCal | Ivan Juarez              | Speech Therapy | 10:00 AM   | 10:15 AM | 0.25     | Late Cancel        |   |
|            |              |                            |                          |                |            |          |          |                    |   |
| 03/08/2024 | Kylie Buatsi | Connections Academy- SoCal | Jeremias Alvarado Guzman | IEP Prep       | 08:00 AM   | 08:30 AM | 0.50     | IEP Prep           | IEP Prep  |
| 03/14/2024 | Kylie Buatsi | Connections Academy- SoCal | Jeremias Alvarado Guzman | IEP Attendance | 02:30 PM   | 03:30 PM | 1.00     | IEP Attendian      | IEP meeting   |
|            |              |                            |                          |                |            |          |          |                    | 1.50  |
| 03/05/2024 | Kylie Buatsi | Connections Academy- SoCal | Matthew Ovalle           | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50     | Late Cancel        | LC due to sickness  |
| 03/12/2024 | Kylie Buatsi | Connections Academy- SoCal | Matthew Ovalle           | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50     | No Show            | NS  |
| 03/19/2024 | Kylie Buatsi | Connections Academy- SoCal | Matthew Ovalle           | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50     | No Show            | NS  |
| 03/26/2024 | Kylie Buatsi | Connections Academy- SoCal | Matthew Ovalle           | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50     | No Show            | NS  |
|            |              |                            |                          |                |            |          |          |                    | 2.00  |
|            |              |                            |                          |                |            |          |          |                    | 4.25  |

| Date       | Provider        | School                     | Student(s)                | Service        | Start Time | End Time | Billable Descr | Session Type | Note  |
|------------|-----------------|----------------------------|---------------------------|----------------|------------|----------|----------------|--------------|---|
| 03/05/2024 | Laura Kovalenko | Connections Academy- SoCal | Bryce Bartlett            | Speech Therapy | 02:10 PM   | 02:30 PM | 0.33           | Late Cancel  | The student logged in late at 2:35 pm; by that time, the session was over, and the therapist had another class.   |
| 03/11/2024 | Laura Kovalenko | Connections Academy- SoCal | Bryce Bartlett            | IEP Prep       | 04:30 PM   | 05:00 PM | 0.50           | Regular      | IEP Paperwork, goals, progress, present levels  |
| 03/12/2024 | Laura Kovalenko | Connections Academy- SoCal | Bryce Bartlett            | Speech Therapy | 02:10 PM   | 02:30 PM | 0.33           | Regular      | Bryce had difficulty accurately producing the vocalic /r/ sound in conversation at the word level; he replaced the sound with/uh/ most of the time. He accurately produced /l/ sound to 80% accuracy and /th/ sound to 90% accuracy during conversation. minimal support provided                               |
| 03/15/2024 | Laura Kovalenko | Connections Academy- SoCal | Bryce Bartlett            | IEP Attendance | 02:30 PM   | 04:15 PM | 1.75           | Regular      | IEP attendance  |
| 03/19/2024 | Laura Kovalenko | Connections Academy- SoCal | Bryce Bartlett            | Speech Therapy | 02:10 PM   | 02:30 PM | 0.33           | Late Cancel  | The parent notified the therapist that the student couldn't be reached via phone and that he would probably not log in. The therapist waited online, the student did not log in   |
| 03/26/2024 | Laura Kovalenko | Connections Academy- SoCal | Bryce Bartlett            | Speech Therapy | 03:10 PM   | 03:30 PM | 0.33           | Regular      | worked on producing vocalic /r/ sounds, moderate support, and models provided respond to 77% accuracy   |
| 03/05/2024 | Laura Kovalenko | Connections Academy- SoCal | Destiny Saucedo Ratcliffe | Speech Therapy | 03:00 PM   | 04:00 PM | 1.00           | No Show      | 3.58<br>The parent is not responsive, the team is notified via Connexus, email was sent to the parent via webmail.  |
| 03/12/2024 | Laura Kovalenko | Connections Academy- SoCal | Destiny Saucedo Ratcliffe | Speech Therapy | 03:00 PM   | 04:00 PM | 1.00           | No Show      | Student didn't log in, parent have been notified via webmail  |
| 03/18/2024 | Laura Kovalenko | Connections Academy- SoCal | Destiny Saucedo Ratcliffe | IEP Attendance | 11:30 AM   | 12:30 PM | 1.00           | Regular      | MD IEP meeting  |
| 03/04/2024 | Laura Kovalenko | Connections Academy- SoCal | Isaac Layfield            | IEP Attendance | 09:00 AM   | 10:00 AM | 1.00           | Regular      | 3.00<br>Ryan worked on analyzing target reading and answering questions to make comments and ask follow-up questions, with minimal support provided to respond with 80% accuracy to social scenarios.   |
| 03/08/2024 | Laura Kovalenko | Connections Academy- SoCal | Isaac Layfield            | IEP Attendance | 09:00 AM   | 10:00 AM | 1.00           | Regular      | IEP Subbing Attendance  |
| 03/05/2024 | Laura Kovalenko | Connections Academy- SoCal | Ryan Kraxberger           | Speech Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | IEP Attendance (Sub)  |
| 03/12/2024 | Laura Kovalenko | Connections Academy- SoCal | Ryan Kraxberger           | Speech Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | Answered 3/5 critical thinking questions correctly given moderate support, reading Lexile 890   |
| 03/19/2024 | Laura Kovalenko | Connections Academy- SoCal | Ryan Kraxberger           | Speech Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | Answered critical thinking questions in 2 out of 5 trials with minimal support and to 60% accuracy when moderate support was provided. reading text level 5-6 accurately answered critical thinking questions in 2 out of 5 trials with minimal prompts, increased accuracy to 3 out of 5 with moderate prompts |
| 03/26/2024 | Laura Kovalenko | Connections Academy- SoCal | Ryan Kraxberger           | Speech Therapy | 02:30 PM   | 02:55 PM | 0.42           | Regular      | 1.67  |
|            |                 |                            |                           |                |            |          |                |              | 10.25   |

| Date       | Provider       | School                     | Student(s)              | Service        | Start Time | End Time | Billable | Decir Session Type | Note   |
|------------|----------------|----------------------------|-------------------------|----------------|------------|----------|----------|--------------------|--|
| 03/26/2024 | Megan Chimenti | Connections Academy- SoCal | Aenghus Decker-Knealing | IEP Attendance | 10:30 AM   | 11:00 AM | 0.50     | IEP Attendance     | 0.50   |
| 03/11/2024 | Megan Chimenti | Connections Academy- SoCal | Agustin Perez           | Counseling     | 08:00 AM   | 08:30 AM | 0.50     | No Show            | No show- parent emailed 10 minutes before to confirm. Waited for 15 minutes at the start of the session and student did not log on. Sent communication to parent.  |
| 03/13/2024 | Megan Chimenti | Connections Academy- SoCal | Agustin Perez           | Counseling     | 08:00 AM   | 08:30 AM | 0.50     | Make-Up            | First session- Auggie appeared uninterested and would only contribute to conversation when asked direct questions. He is not interested in exploring coping skills. Will continue to work on conversational dialect. |
| 03/25/2024 | Megan Chimenti | Connections Academy- SoCal | Agustin Perez           | Counseling     | 08:00 AM   | 08:30 AM | 0.50     | No Show            | No show.   |
| 03/12/2024 | Megan Chimenti | Connections Academy- SoCal | Nikai Young             | IEP Attendance | 02:30 PM   | 03:30 PM | 1.00     | IEP Attendance     | 1.00   |
| 03/13/2024 | Megan Chimenti | Connections Academy- SoCal | Nikai Young             | Counseling     | 02:00 PM   | 02:30 PM | 0.50     | No Show            | No show. Will connect with parent to reschedule.   |
| 03/20/2024 | Megan Chimenti | Connections Academy- SoCal | Nikai Young             | Counseling     | 02:00 PM   | 02:30 PM | 0.50     | No Show            | No show. Will contact CM as this is the 2nd "no show".   |
| 03/27/2024 | Megan Chimenti | Connections Academy- SoCal | Nikai Young             | Counseling     | 02:00 PM   | 02:30 PM | 0.50     | No Show            | No show #3   |
|            |                |                            |                         |                |            |          | 2.50     |                    |  |
|            |                |                            |                         |                |            |          | 4.50     |                    |  |

| Date       | Provider      | School                     | Student(s)     | Service              | Start Time | End Time | Billable Descr      | Session Type | Note  |
|------------|---------------|----------------------------|----------------|----------------------|------------|----------|---------------------|--------------|---|
| 03/11/2024 | Megan Velasco | Connections Academy- SoCal | Cole Johnson   | Occupational Therapy | 01:30 PM   | 02:20 PM | 0.83 Regular        | 0.83         | Cole was excited to do a crossword puzzle about Walt Disney. He needed moderate verbal cues and visual cues to understand how to put one letter in each box for his answer. Extended time required by student to complete each answer. Themed writing assignment finished after the crossword puzzle. Cole was able to create his sentences and then write them independently with verbal cues only for aligning each new sentence to the margin correctly.   |
| 03/25/2024 | Megan Velasco | Connections Academy- SoCal | Izaak Mendez   | IEP Prep             | 04:00 PM   | 04:30 PM | 0.50 IEP Prep       | 0.50         | IEP prep for Izaak's IEP as it is due soon.   |
| 03/05/2024 | Megan Velasco | Connections Academy- SoCal | Roman Martinez | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular        |              | Roman completed the session with his mother present. Mom reports that Roman struggles with sensory regulation that affects his ability to focus in many environments including school. Therapist and Roman performed some proprioceptive activities as part of an introduction to HEP. Roman participated in some fine motor games to increase hand strength. Roman perseverates on his idea; and requires moderate verbal cues to continue through with the plan.  |
| 03/11/2024 | Megan Velasco | Connections Academy- SoCal | Roman Martinez | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular        |              | Roman is a tough cookie. He needs to be fully "in" to doing therapy and it must be engaging for him. He immediately crumpled all the hand outs mom had printed and said he didn't want to do it. Therapist had him do a scavenger hunt around the house to bring different objects. Vestibular input + eagerness= willingness to do some writing. Roman was able to correctly form uppercase letters of the alphabet however he needs cues for sizing. Would benefit from highlighted paper, line guide etc.  |
| 03/18/2024 | Megan Velasco | Connections Academy- SoCal | Roman Martinez | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Regular        |              | After the session started I got a text from mom saying sorry Roman's not coming, he's not feeling well.   |
| 03/25/2024 | Megan Velasco | Connections Academy- SoCal | Roman Martinez | Occupational Therapy | 02:00 PM   | 02:30 PM | 0.50 Late Cancel    | 2.00         | Treyce participated in OT with his dad and mom present. Treyce needed moderate verbal cues to attend to the task he was assigned. (about 75% of the time needed cues). Treyce participated in fine motor activities to address hand strength. He identified and circled letters in a word that were not properly aligned and rewrote the words. He used the wrong casing about 30% of the time. Specifically with the and E.  |
| 03/05/2024 | Megan Velasco | Connections Academy- SoCal | Treyce Miles   | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular        |              | Treyce attended his session with both mom and dad present. He was unable to print out worksheets that were sent over prior to our appointment. Therapist and student took turns rolling a dice and building a cartoon face based off the number on the dice that was shown. He required minimal verbal prompts for turn taking and minimal verbal prompts to scan the page and find what body part we were supposed to be drawing. He chooses to write on college lined paper which leads him to be improperly sized, spaced, and aligned. Therapist had mom create elementary type line guide and he was able to stay within the boundary without verbal cues. He did improperly case letters within each word and required verbal cues to fix it.                               |
| 03/11/2024 | Megan Velasco | Connections Academy- SoCal | Treyce Miles   | Occupational Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular        |              | Treyce did not have his dad sitting next to him to help with distraction today. Treyce was hard to keep on task requiring maximum verbal cues. When he was focused on the work, he gets it correctly. Able to follow a visual perceptual scanning activity with verbal cues to stay on task. Able to copy most uppercase letters to form words for sentences. He has specific letters that he only writes in uppercase, and some for lowercase. Attempting to teach uppercase B but he is fixated on the lowercase b. For movement break, therapist had treyce do a scavenger hunt around the house to bring different items to write about. He enjoyed this very much. Additionally, we stopped writing with pen and paper and wrote on his fuzzy pillow, that was very helpful. |
| 03/18/2024 | Megan Velasco | Connections Academy- SoCal | Treyce Miles   | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular        |              |   |
| 03/22/2024 | Megan Velasco | Connections Academy- SoCal | Treyce Miles   | IEP Attendance       | 11:00 AM   | 12:15 PM | 1.25 IEP Attendance |              |   |
| 03/25/2024 | Megan Velasco | Connections Academy- SoCal | Treyce Miles   | IEP Prep             | 07:00 AM   | 07:45 AM | 0.75 IEP Prep       |              |   |



| Date       | Provider      | School                     | Student(s)   | Service              | Start Time | End Time | Billable Decir Session Type | Note   |
|------------|---------------|----------------------------|--------------|----------------------|------------|----------|-----------------------------|--|
| 03/25/2024 | Megan Velasco | Connections Academy- SoCal | Treyce Miles | Occupational Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | Treyce seen with no LC sitting right next to him. His mom was nearby but helping little sister. Treyce came unprepared b/c printer was out of ink. All he had to use was college lined notebook paper. Treyce and therapist created a story about a fox to write about. He was shown how to make a line guide on the notebook paper and then was able to accurately space and align the words and phrases we wrote. He required 50% verbal cues today. He got up from his seat 1-12 times this session but returned quickly. |
|            |               |                            |              |                      |            |          | 4.00                        |  |
|            |               |                            |              |                      |            |          | 7.33                        |  |

| Date       | Provider       | School                     | Student(s)              | Service          | Start Time | End Time | Billable Decir Session Type | Note   |
|------------|----------------|----------------------------|-------------------------|------------------|------------|----------|-----------------------------|--|
| 03/04/2024 | Michelle Perry | Connections Academy- SoCal | Aenghus Decker-Knealing | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 No Show                | student did not show for appt  |
| 03/18/2024 | Michelle Perry | Connections Academy- SoCal | Aenghus Decker-Knealing | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | treatment with emphasis on goal: Aenghus will be able to complete an upper extremity and lower extremity synchronous task (such as jumping jacks or running lunges switch jumps) for 10 reps on 2 out of 3 trials over 2 consecutive PT visits to demonstrate improved upper and lower extremity coordination. |
| 03/25/2024 | Michelle Perry | Connections Academy- SoCal | Aenghus Decker-Knealing | IEP Prep         | 03:30 PM   | 04:00 PM | 0.50 IEP Prep               | phone call with parent and IEP prep  |
| 03/25/2024 | Michelle Perry | Connections Academy- SoCal | Aenghus Decker-Knealing | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | session with emphasis on goals   |
|            |                |                            |                         |                  |            |          | 2.00                        |  |
| 03/07/2024 | Michelle Perry | Connections Academy- SoCal | Athena Lindsay          | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | session with emphasis on goal By January 2024, Athena will be able to run 30 feet in 10 seconds with good upright posture and forward gaze on 3 out of 5 trials to promote improved posture and safety.  |
| 03/21/2024 | Michelle Perry | Connections Academy- SoCal | Athena Lindsay          | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Late Cancel            | late cancel  |
| 03/28/2024 | Michelle Perry | Connections Academy- SoCal | Athena Lindsay          | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Late Cancel            | late cancel  |
| 03/07/2024 | Michelle Perry | Connections Academy- SoCal | Chesnee Pederson        | Physical Therapy | 01:00 PM   | 01:30 PM | 0.50 Late Cancel            | late cancel  |
|            |                |                            |                         |                  |            |          | 1.50                        |  |
| 03/21/2024 | Michelle Perry | Connections Academy- SoCal | Chesnee Pederson        | Physical Therapy | 01:00 PM   | 01:30 PM | 0.50 Regular                | S: student and parent present for session O: session with session on reviewing goals, HEP and progress A: student shy and hesitant for session but able to participate today. P: cont with IEP goals   |
|            |                |                            |                         |                  |            |          | 1.00                        |  |
| 03/06/2024 | Michelle Perry | Connections Academy- SoCal | Dajanique Harding       | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | session with emphasis on goal for stair training.  |
| 03/20/2024 | Michelle Perry | Connections Academy- SoCal | Dajanique Harding       | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | session with emphasis on stair training goal   |
| 03/27/2024 | Michelle Perry | Connections Academy- SoCal | Dajanique Harding       | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | session with emphasis on stair training and endurance  |
|            |                |                            |                         |                  |            |          | 1.50                        |  |
| 03/01/2024 | Michelle Perry | Connections Academy- SoCal | Layla Stewart           | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Late Cancel            | late cancel for scheduled appt   |
| 03/08/2024 | Michelle Perry | Connections Academy- SoCal | Layla Stewart           | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | session with emphasis on IEP goals   |
| 03/22/2024 | Michelle Perry | Connections Academy- SoCal | Layla Stewart           | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | S: student present for session O: session with emphasis on IEP goals A: Improve strength in push ups in session P: cont with IEP goals   |
| 03/29/2024 | Michelle Perry | Connections Academy- SoCal | Layla Stewart           | Physical Therapy | 09:30 AM   | 10:00 AM | 0.50 Late Cancel            | late cancel for appt   |
|            |                |                            |                         |                  |            |          | 2.00                        |  |
|            |                |                            |                         |                  |            |          |                             | session with emphasis on Mune will be able to ascend 2 flights of stairs using a reciprocal pattern and one handrail and contact guard assistance, 3/4 trials as measured by observation. 12/7/23 left Le leading step to gait pattern reciprocal with 2 hands with verbal cues                                |
| 03/05/2024 | Michelle Perry | Connections Academy- SoCal | Munemitsu Matsuyama     | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | S: parent and student present for session O: session with emphasis on goal for stair training A: Student demonstrated Descending with step to gait pattern with right LE leading with single hand hand with two hand hold he demonstrates reciprocal gait pattern P: cont with IEP goals                       |
| 03/19/2024 | Michelle Perry | Connections Academy- SoCal | Munemitsu Matsuyama     | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                | session with emphasis on IEP goals   |
| 03/26/2024 | Michelle Perry | Connections Academy- SoCal | Munemitsu Matsuyama     | Physical Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular                |  |
|            |                |                            |                         |                  |            |          | 1.50                        |  |
|            |                |                            |                         |                  |            |          | 9.50                        |  |

| Date       | Provider       | School                     | Student(s)       | Service        | Start Time | End Time | Billable | Decir Session Type | Note   |
|------------|----------------|----------------------------|------------------|----------------|------------|----------|----------|--------------------|--|
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | artic inferences   |
| 03/06/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | artic semantics  |
| 03/08/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | IEP Prep       | 09:00 AM   | 10:00 AM | 1.00     | IEP Prep           | IEP PREP   |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | artic semantics  |
| 03/13/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | semantics/syntax artic   |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | IEP Attendance | 11:30 AM   | 12:00 PM | 0.50     | IEP Attendan       | IEP meeting  |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | artic voc  |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | artic semantics pragmatics   |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | semantics artic  |
| 03/27/2024 | Nichole Dziama | Connections Academy- SoCal | Andrew Hall      | Speech Therapy | 10:30 AM   | 11:00 AM | 0.50     | Regular            | artic semantics  |
|            |                |                            |                  |                |            |          | 5.50     |                    |  |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | artic questions syntax   |
| 03/06/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | describe pictures recall and respond                               |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | artic/voice questions- sentence responses                          |
| 03/13/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | voc. emotion recognition   |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | questions semantics  |
| 03/22/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 09:00 AM   | 09:30 AM | 0.50     | Regular            | receptive and expressive skills                                    |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | questions semantics  |
| 03/27/2024 | Nichole Dziama | Connections Academy- SoCal | Antonio Aranda   | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50     | Regular            | expressive language skills   |
|            |                |                            |                  |                |            |          | 4.00     |                    |  |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Regular            | Adjectives syntax  |
| 03/06/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Regular            | syntax/semantics conversational skills                             |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Regular            | pragmatic skills semantics   |
| 03/13/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Regular            | voc. exercises   |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Regular            | semantics fluency pragmatics                                       |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Late Cancel        | CT texted-LC   |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Late Cancel        | LC   |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Armando Gomes    | Speech Therapy | 08:00 AM   | 08:30 AM | 0.50     | Regular            | Wh questions syntax  |
|            |                |                            |                  |                |            |          | 4.00     |                    |  |
| 03/06/2024 | Nichole Dziama | Connections Academy- SoCal | Caillou Dennis   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50     | Regular            | WH questions comprehension   |
| 03/13/2024 | Nichole Dziama | Connections Academy- SoCal | Caillou Dennis   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50     | Regular            | expressive and receptive language skills                           |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Caillou Dennis   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50     | Regular            | semantics comprehension  |
| 03/27/2024 | Nichole Dziama | Connections Academy- SoCal | Caillou Dennis   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50     | Late Cancel        | Texted CT- LC  |
|            |                |                            |                  |                |            |          | 2.00     |                    |  |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | Semantics syntax fluency   |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50     | Regular            | fluency semantics  |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | artic/fluency/intelligibility                                      |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | intelligibility semantics  |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | intelligibility semantics/syntax                                   |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | semantics/syntax intelligibility                                   |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | artic semantics syntax   |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Damarai Barbosa  | Speech Therapy | 02:00 PM   | 02:30 PM | 0.50     | Regular            | intelligibility semantics  |
|            |                |                            |                  |                |            |          | 4.00     |                    |  |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50     | Regular            | motor planning pragmatic skills                                    |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50     | Regular            | intelligibility strategies self-monitoring speech pragmatic skills |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50     | Regular            | artic/intelligibility pragmatics                                   |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50     | Regular            | artic pragmatic skills   |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50     | Regular            | artic/ motor planning pragmatics                                   |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50     | Regular            | artic/motor planning   |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50     | Regular            | motor planning artic   |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Demetrius Guidry | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50     | Regular            | pragmatics artic   |
|            |                |                            |                  |                |            |          | 4.00     |                    |  |
| 03/22/2024 | Nichole Dziama | Connections Academy- SoCal | Dennis David     | IEP Prep       | 11:30 AM   | 12:30 PM | 1.00     | IEP Prep           | IEP PREP   |

| Date       | Provider       | School                     | Student(s)        | Service        | Start Time | End Time | Billable Decir Session Type Note  |
|------------|----------------|----------------------------|-------------------|----------------|------------|----------|---|
| 03/29/2024 | Nichole Dziama | Connections Academy- SoCal | Dennis David      | IEP Attendance | 02:30 PM   | 03:00 PM | 0.50 IEP Attendant IEP Meeting  |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | IEP Attendance | 03:00 PM   | 04:00 PM | 1.50 1.00 IEP Attendant IEP MEETING                                     |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular initiate conversation questions                            |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Late Cancel CT texted-LC   |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular CT carryover strategies                                    |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Late Cancel CT texted-sick   |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular semantics pragmatics                                       |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50 Regular receptive and expressive skills                            |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular responding to WH questions pragmatics                      |
| 03/27/2024 | Nichole Dziama | Connections Academy- SoCal | Elisabeth Holmes  | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50 Regular expressive language skills                                 |
| 03/06/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular noun naming  |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular voc/repeating  |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Late Cancel CT texted-LC   |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 09:00 AM   | 09:30 AM | 0.50 Regular functional naming  |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular imitation of verbs attending                               |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular Voc- imitation level                                       |
| 03/27/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular voc- imitation level                                       |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Jazzmine Battiste | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular expressive language  |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Kai Hall          | Speech Therapy | 02:30 PM   | 03:00 PM | 0.50 Regular conversational speech/target sounds social skills          |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Kai Hall          | Speech Therapy | 02:30 PM   | 03:00 PM | 0.50 Regular conversational speech                                      |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Kai Hall          | Speech Therapy | 02:30 PM   | 03:00 PM | 0.50 Regular conversational speech                                      |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Kai Hall          | Speech Therapy | 02:30 PM   | 03:00 PM | 0.50 Regular conversational skills                                      |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular semantics syntax artic                                     |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular artic semantics/syntax                                     |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular artic semantics syntax                                     |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular target sound semantics                                     |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular fronting semantics   |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular Artic semantics  |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular artic semantics  |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Kay'Mari Porter   | Speech Therapy | 10:00 AM   | 10:30 AM | 0.50 Regular artic semantics  |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Kyan Spies        | Speech Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular Conversational speech/ intelligibility and pragmatics      |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Kyan Spies        | Speech Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular artic pragmatic skills                                     |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Kyan Spies        | Speech Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular conversational speech                                      |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Kyan Spies        | Speech Therapy | 12:30 PM   | 01:00 PM | 0.50 Regular conversational speech                                      |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 12:00 PM   | 12:30 PM | 2.00 WHO questions speech intelligibility                               |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular WHO questions with prompts recall/questions with questions |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Late Cancel CT texted-LC   |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular questions recall-following directions artic                |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular WHO questions artic  |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular Wh questions recall/associations                           |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 12:00 PM   | 12:30 PM | 0.50 Regular sentences- 4 words WH questions                            |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Marston Judkins   | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular initial sounds wh questions                                |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy       | Speech Therapy | 12:30 PM   | 12:50 PM | 4.00 questions with pictures cues functional requesting                 |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy       | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular functions with pictures                                    |
| 03/06/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy       | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular functions/ pictures actions                                |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy       | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular WH questions- choice of 3 pictures emotions- functional    |

| Date       | Provider       | School                     | Student(s)      | Service        | Start Time | End Time | Billable Desir Session Type | Note                                    |
|------------|----------------|----------------------------|-----------------|----------------|------------|----------|-----------------------------|---|
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | verbs- choice of 3 Wh questions         |
| 03/13/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | verbs/questions functional requesting   |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | questions- field of 3 requesting        |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | Who questions functional emotions       |
| 03/20/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | questions simple sentences              |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | simple sentences questions              |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | questions functional requesting         |
| 03/27/2024 | Nichole Dziama | Connections Academy- SoCal | Neil Murphy     | Speech Therapy | 12:30 PM   | 12:50 PM | 0.33 Regular                | functional voc                          |
|            |                |                            |                 |                |            |          | 4.00                        |   |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Reese Merrill   | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50 Regular                | semantics/syntax artic                  |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Reese Merrill   | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50 Late Cancel            | CT texted-LC                            |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Reese Merrill   | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50 Regular                | artic semantics                         |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Reese Merrill   | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50 Regular                | artic semantics                         |
|            |                |                            |                 |                |            |          | 2.00                        |   |
| 03/04/2024 | Nichole Dziama | Connections Academy- SoCal | Savannah Catano | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular                | artic/motor planning semantics          |
| 03/11/2024 | Nichole Dziama | Connections Academy- SoCal | Savannah Catano | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular                | artic semantics                         |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Savannah Catano | IEP Prep       | 03:00 PM   | 04:00 PM | 1.00 IEP Prep               | IEP prep                                |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Savannah Catano | IEP Attendance | 01:30 PM   | 02:30 PM | 1.00 IEP Attendan           | IEP meeting                             |
| 03/18/2024 | Nichole Dziama | Connections Academy- SoCal | Savannah Catano | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular                | artic/ motor planning semantics         |
| 03/25/2024 | Nichole Dziama | Connections Academy- SoCal | Savannah Catano | Speech Therapy | 11:30 AM   | 12:00 PM | 0.50 Regular                | artic/motor planning                    |
|            |                |                            |                 |                |            |          | 4.00                        |   |
| 03/05/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | context clues artic                     |
| 03/07/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | Multiple meanings                       |
| 03/12/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | Semantics artic                         |
| 03/14/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | follow multi-step directions pragmatics |
| 03/19/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | intelligibility semantics               |
| 03/21/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | semantics pragmatics                    |
| 03/22/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | IEP Prep       | 09:30 AM   | 10:30 AM | 1.00 IEP Prep               | IEP PREP                                |
| 03/26/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | multiple meanings                       |
| 03/28/2024 | Nichole Dziama | Connections Academy- SoCal | Tyrone Price    | Speech Therapy | 08:30 AM   | 09:00 AM | 0.50 Regular                | semantics syntax                        |
|            |                |                            |                 |                |            |          | 5.00                        |   |
|            |                |                            |                 |                |            |          | 61.00                       |   |



| Date       | Provider       | School                     | Student(s)     | Service        | Start Time | End Time | Billable Descr | Session Type | Note  |
|------------|----------------|----------------------------|----------------|----------------|------------|----------|----------------|--------------|---|
| 03/01/2024 | Nohemi Moffatt | Connections Academy- SoCal | Aiden Ilaoa    | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Regular      | Student arrived on time to therapy. Worked on labeling skills and speech clarity. Lots of glottal stops used for sounds in spontaneous speech. Intelligibility increases when context is known. Student uses strategies of segmenting sounds in syllables ("f...a...ce"). There are some phrases that he can do without effort ("good grief" Responded well to playful sabotage and followed models of what to say to clarify what he wanted (longer beard, spiderman art). Continue per IEP.   |
| 03/08/2024 | Nohemi Moffatt | Connections Academy- SoCal | Aiden Ilaoa    | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Regular      | Student arrived on time to therapy with mother. Happy affect and had just done cooking class this morning. Provider shared spaghetti project pictures for rapping Student requested to draw the face of his Buddy the Elf. Used face-building game on USLP. Interesting occurrence when provider shared different screen (google earth) and the Zoom artwork for Buddy was still up. Made minor changes and created Buddy the Earth. Student still highly unintelligible today and had slightly visible frustration when provider needed help understanding him. Continue per IEP.  |
| 03/15/2024 | Nohemi Moffatt | Connections Academy- SoCal | Aiden Ilaoa    | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Regular      | Student arrived on time to therapy. Worked on intelligibility, as it was again significantly reduced and required parent to interpret, especially for longer/decontextualized utterances. Did better with short phrases that were withi context and was observed to take a little more care in his phrases. There were a couple really clear words but there was still significant impact overall. For activit we decorated a face (Mr. T) and made him look like Mr. Incredible. Continue per IEP.   |
| 03/18/2024 | Nohemi Moffatt | Connections Academy- SoCal | Aiden Ilaoa    | IEP Attendance | 12:30 PM   | 01:30 PM | 1.00           | IEP Attendan | IEP attendance (meeting to discuss communication and possible AAC evaluation) consideration of AAC)   |
| 03/18/2024 | Nohemi Moffatt | Connections Academy- SoCal | Aiden Ilaoa    | IEP Prep       | 07:45 AM   | 09:00 AM | 1.25           | IEP Prep     | IEP Prep (Communication-focused meeting presenting info to team for   |
| 03/22/2024 | Nohemi Moffatt | Connections Academy- SoCal | Aiden Ilaoa    | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Late Cancel  | Student no-showed, but parent responded via text that he had choked this mornin and was still coughing and upset.   |
| 03/01/2024 | Nohemi Moffatt | Connections Academy- SoCal | Akinoyemi Ola  | Speech Therapy | 02:30 PM   | 03:00 PM | 0.50           | Regular      | Student arrived 15 minutes late to therapy (we changed the hour for today so this may have contributed). Student presented his latest project in Scratch games on MIT website. He demonstrated how the game worked and the coding behind it. Provider transitioned to comparing code that communicates with other code analogously and the need to repair when it happens. Seemed to follow along, but not much time to talk more at length due to tardiness today. Continue per IEP.   |
| 03/08/2024 | Nohemi Moffatt | Connections Academy- SoCal | Akinoyemi Ola  | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50           | Regular      | Student arrived on time to therapy. Reviewed process of communication and started discussing nonverbal cues. Discussed how nonverbal cues can support wh the message is saying, but can also contradict it, leading to confusion possibly, or resulting in breakdown and needing a repair strategy. Student seemed distracted but was answering questions. He seems to be able to multitask while participating Continue per IEP.   |
| 03/15/2024 | Nohemi Moffatt | Connections Academy- SoCal | Akinoyemi Ola  | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50           | Regular      | Student arrived on time to therapy. Was multitasking working on his new platformer game on Scratch (MIT website). He demo'd it for provider and it was actually mostly developed. Discussion about the usefulness of these game activitie for speech and possibly making one for use when talking about the process of communication and breakdowns/repairs. He seemed in to the idea. Continue per IEP.  |
| 03/22/2024 | Nohemi Moffatt | Connections Academy- SoCal | Akinoyemi Ola  | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50           | Regular      | Student arrived 20 minutes late. He shared his finished prototype for the game he has been making in Scratch on MIT website. He demo'd it and then provider attempted to play it with limited results. He troubleshoot one of the issues but the game was still difficult. Not much time left to continue discussion about process of communication and nonverbal cues. Rapport-maintenance. Continue per IEP.  |
| 03/29/2024 | Nohemi Moffatt | Connections Academy- SoCal | Akinoyemi Ola  | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50           | Regular      | Student arrived on time to therapy. Reviewed basic process of communication an Student was able to state in his own words, though he confused encode/decode. Introduced topic of nonverbal cues and explained what they are. Used text chat as an example and explained how breakdowns in communication can happen when there is a mismatch between the message being sent and the nonverbal cues that accompany it. Also reiterated that breakdowns happen frequently and sometimes that are small and inconsequential, but other times they can impact a relationship which is why it's important to repair them when they are discovered. Continue pe IEP. |
| 03/05/2024 | Nohemi Moffatt | Connections Academy- SoCal | Apollo Johnson | IEP Attendance | 12:30 PM   | 01:30 PM | 1.00           | IEP Attendan | 2.50 IEP Attendan PM meeting  |
| 03/05/2024 | Nohemi Moffatt | Connections Academy- SoCal | Apollo Johnson | IEP Prep       | 09:00 AM   | 09:30 AM | 0.50           | IEP Prep     | IEP prep for PM meeting today   |

| Date       | Provider       | School                     | Student(s)     | Service        | Start Time | End Time | Billable Descr | Session Type | Note  |
|------------|----------------|----------------------------|----------------|----------------|------------|----------|----------------|--------------|---|
| 03/08/2024 | Nohemi Moffatt | Connections Academy- SoCal | Apollo Johnson | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50           | No Show      | ST no-showed to session. Provider sent email and text with the following message: Hi there! Will your student be able to join today? Let me know, thank you! No response by end of session.<br>Student arrived on time to therapy. Was a little abrupt in asking what we would be doing today. He was excited to share his YouTube channel that he just started (don't mess with the crabbo or you'll get stabbed). He enjoyed talking about Blox Fruits today. His brother joined him in game (was in the room with him) and together they demonstrated some of the cool in-game rewards for higher levels. Continue per IEP.<br>No show, no response from parent.<br>Student arrived 15 minutes late, citing that they had been waiting in the wrong room. Student shared screen of Blox Fruits and answered provider's questions about the game. There were some environmental distractions (younger brother) that interrupted the session, but he did still seem maximally engaged besides that. We agreed to look at a different game next week. Next week we are scheduled to complete his remaining comp sessions (2). Continue per IEP. |
| 03/15/2024 | Nohemi Moffatt | Connections Academy- SoCal | Apollo Johnson | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50           | Regular      | Student arrived 10 minutes late. Motivating activity of Fall TimeFun on USLP. Then worked on 'sh' in all word positions in sentences, WI 'sh' 60%, WM 80%, WF 80% today without cues or prompts. Continue per IEP.<br>Student arrived on time to therapy. Worked on describing by attributes (taste, color, texture). Lots of distraction today as he kept eeloping from session, which made him difficult to hear and see. He also needed repetitions of questions when he finally sat back down. Background noises suggested additional distractions. Provider suggested using a headset next time to help. Continue per IEP.<br>Student arrived 8 minutes late to therapy. Reported that he was sick. Still participated using Bunny Hop race game on USLP targeting WM 'sh' in words (50%), phrases (50%) and sentences (40%) needing max cues and prompts. Very distracted and slow in responses today. Continue per IEP.<br>Student no-showed, no response from CT via email or text.   |
| 03/22/2024 | Nohemi Moffatt | Connections Academy- SoCal | Apollo Johnson | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50           | No Show      |   |
| 03/29/2024 | Nohemi Moffatt | Connections Academy- SoCal | Apollo Johnson | Speech Therapy | 01:30 PM   | 02:00 PM | 0.50           | Regular      | Student arrived 10 minutes late. Motivating activity of Fall TimeFun on USLP. Then worked on 'sh' in all word positions in sentences, WI 'sh' 60%, WM 80%, WF 80% today without cues or prompts. Continue per IEP.<br>Student arrived on time to therapy. Worked on describing by attributes (taste, color, texture). Lots of distraction today as he kept eeloping from session, which made him difficult to hear and see. He also needed repetitions of questions when he finally sat back down. Background noises suggested additional distractions. Provider suggested using a headset next time to help. Continue per IEP.<br>Student arrived 8 minutes late to therapy. Reported that he was sick. Still participated using Bunny Hop race game on USLP targeting WM 'sh' in words (50%), phrases (50%) and sentences (40%) needing max cues and prompts. Very distracted and slow in responses today. Continue per IEP.<br>Student no-showed, no response from CT via email or text.   |
| 03/04/2024 | Nohemi Moffatt | Connections Academy- SoCal | Charles White  | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Regular      | Student arrived on time to therapy. Wanted to read his story that he has been working on with his tutor, about him and his friends, Mickey Mouse and the Paw Patrol. He was observed to do some editing while he was reading (usually to change 'some' to 'something' or 'someone'). The story was not completed so provider asked what he planned to do next and he was not sure. He asked provider for ideas and provider suggested describing a mission. He was inspired and decided to include a villain, problem, solution, etc. Next topic was expanding on this idea of planning the initiating process of creating a new game. The game will look like a typical game board with 30 spaces, taking a trip from Disneyland to Disney World. Continue per IEP.  |
| 03/11/2024 | Nohemi Moffatt | Connections Academy- SoCal | Charles White  | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Regular      |   |
| 03/18/2024 | Nohemi Moffatt | Connections Academy- SoCal | Charles White  | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | Regular      | Student arrived on time to therapy. Initial discussion about loss of loved ones, since she wanted to share about her grandfather passing and her trip to Belize for the funeral. She then appropriately transitioned topics to the national holiday. We discussed "national unplugged day" and the advent of the iPhone. She read passages and used /r/ in conversation with 95% accuracy. Approximations that were appropriate for her family's linguistic background were heard otherwise. Ended session with introduction of national Black Women in Jazz day and Billie Holiday. She seemed interested and wanted to research Billie Holiday after the session. Continue per IEP.<br>Student arrived 21 minutes late to therapy. May have been some confusion about start time, but she apologized for being late. Not a lot of time to practice skills, so rapport-building topic of what national holiday it is today. Of the choices, she chose Peanut Cluster Day as her favorite. Her background was very noisy and she seemed distracted. Continue per IEP.   |
| 03/25/2024 | Nohemi Moffatt | Connections Academy- SoCal | Charles White  | Speech Therapy | 11:00 AM   | 11:30 AM | 0.50           | No Show      |   |
| 03/20/2024 | Nohemi Moffatt | Connections Academy- SoCal | Cole Johnson   | Speech Therapy | 01:00 PM   | 01:30 PM | 0.50           | Regular      | Student arrived on time to therapy. Initial discussion about loss of loved ones, since she wanted to share about her grandfather passing and her trip to Belize for the funeral. She then appropriately transitioned topics to the national holiday. We discussed "national unplugged day" and the advent of the iPhone. She read passages and used /r/ in conversation with 95% accuracy. Approximations that were appropriate for her family's linguistic background were heard otherwise. Ended session with introduction of national Black Women in Jazz day and Billie Holiday. She seemed interested and wanted to research Billie Holiday after the session. Continue per IEP.<br>Student arrived 21 minutes late to therapy. May have been some confusion about start time, but she apologized for being late. Not a lot of time to practice skills, so rapport-building topic of what national holiday it is today. Of the choices, she chose Peanut Cluster Day as her favorite. Her background was very noisy and she seemed distracted. Continue per IEP.   |
| 03/01/2024 | Nohemi Moffatt | Connections Academy- SoCal | Deydra Ramirez | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50           | Regular      | Student arrived 27 minutes late to therapy. Apologized and said there was confusion because her calendar said 8am (but she didn't arrive to that one either). Google Calendar still said 9:30am. Confirmed future 9:30am appointments with student and corrected her online planner.  |
| 03/08/2024 | Nohemi Moffatt | Connections Academy- SoCal | Deydra Ramirez | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50           | Regular      |   |
| 03/15/2024 | Nohemi Moffatt | Connections Academy- SoCal | Deydra Ramirez | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50           | Regular      |   |



| Date       | Provider       | School                     | Student(s)     | Service        | Start Time | End Time | Billable Decir Session Type | Note  |
|------------|----------------|----------------------------|----------------|----------------|------------|----------|-----------------------------|---|
| 03/22/2024 | Nohemi Moffatt | Connections Academy- SoCal | Deydra Ramirez | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | Student arrived on time to therapy but had initial technical issues that took about 10 minutes to resolve. Once resolved she fully participated in discussion and was fully intelligible. Discussion of today's holidays (Nauryz becoming the focus). Incidental opportunity to explain what the phrase 'ill will' means and contrast it with 'good will'. Continue per IEP.  |
| 03/29/2024 | Nohemi Moffatt | Connections Academy- SoCal | Deydra Ramirez | Speech Therapy | 09:30 AM   | 10:00 AM | 0.50 Regular                | Student arrived on time to therapy. Worked on /r/ production in conversation and while reading a paragraph about Niagara Falls (Niagara Falls Runs Dry Day is today, celebrating the day the falls were blocked up by ice from Lake Erie). Great productions today as well as great examples of repairing breakdowns and advocating for herself when not all of the paragraph appeared on her screen to read. Continue per IEP.   |
| 03/04/2024 | Nohemi Moffatt | Connections Academy- SoCal | Eddie Camacho  | Speech Therapy | 09:00 AM   | 09:45 AM | 0.75 No Show                | ST no-showed; no response form CT.  |
| 03/11/2024 | Nohemi Moffatt | Connections Academy- SoCal | Eddie Camacho  | Speech Therapy | 09:00 AM   | 09:45 AM | 0.75 No Show                | Student no-show. Provider emailed mother, texted all three numbers in profile. Mother responded to text that father would have student join late. Student never arrived. Provider asked if they need a different time. Mother confirmed she wants to keep the scheduled time. Continue per IEP.   |
| 03/18/2024 | Nohemi Moffatt | Connections Academy- SoCal | Eddie Camacho  | Speech Therapy | 09:00 AM   | 09:45 AM | 0.75 Regular                | Student arrived 5 minutes late to therapy accompanied by grandmother. She reported that he uses his finger a lot to communicate with her (says 'no' with finger, nods head for 'yes'). He has said "baby," "no" and "mommy" before, as well as imitated some words like "Tpain". She reports he will attend to lips and understands a lot more than he shows. Worked on Identification of animals (2/3), food (3/7), and color (1/1) using USLP 3-choice pictures. Then used family's flash cards from when they were teaching him to count, for similar activity. ID pictures in F:2 choice with preparation 2/2, without preparation 2/3, with F:3 choices with preparation (3/3), and without preparation (8/14). Preparation is support where it told what the pictures are before asked to identify them. Family instructed to continue practicing with the cards in 2 and 3 choices every day, with preparation and without. Grandmother also said she would ask mother about AAC device. Continue per IEP. |
| 03/25/2024 | Nohemi Moffatt | Connections Academy- SoCal | Eddie Camacho  | Speech Therapy | 09:00 AM   | 09:45 AM | 0.75 Regular                | Student arrived on time to therapy. Worked on identifying objects in F:3 where two objects are the same. Overall 60% accuracy (considered correct identification on first prompt). Tendency to start with center picture toward the beginning, but did better as he completed trials. He touched as well as tried using the cursor on the computer, which provider encouraged as well. He started getting sleepy toward the end. Father to make sure AAC device is packed and ready for next session. Provider encouraged father to practice making sentences with it so he could get familiar with it. Continue per IEP.   |
| 03/07/2024 | Nohemi Moffatt | Connections Academy- SoCal | Isaac Layfield | IEP Prep       | 07:30 AM   | 08:00 AM | 0.50 IEP Prep               | IEP Prep (updating attendance and present levels, communicating with team)  |
| 03/13/2024 | Nohemi Moffatt | Connections Academy- SoCal | Isaac Layfield | IEP Prep       | 04:45 PM   | 05:00 PM | 0.25 IEP Prep               | Prep for Manifest Determination IEP meeting   |
| 03/13/2024 | Nohemi Moffatt | Connections Academy- SoCal | Isaac Layfield | Speech Therapy | 03:00 PM   | 03:30 PM | 0.50 No Show                | No show, no response by end of session.   |
| 03/14/2024 | Nohemi Moffatt | Connections Academy- SoCal | Isaac Layfield | IEP Attendance | 02:30 PM   | 03:30 PM | 1.00 IEP Attendance         | Manifest Determination IEP meeting. Parent did not show; meeting held anyway.   |
| 03/04/2024 | Nohemi Moffatt | Connections Academy- SoCal | Jayden Taylor  | IEP Attendance | 01:30 PM   | 02:30 PM | 2.25 Late Cancel            | IEP meeting late cancelled by team pending student withdrawal.  |
| 03/05/2024 | Nohemi Moffatt | Connections Academy- SoCal | Jayden Taylor  | IEP Attendance | 01:30 PM   | 02:30 PM | 1.00 Late Cancel            | Meeting scheduled for 3/5 and cancelled 3/4 due to ST WD from school.   |
| 03/13/2024 | Nohemi Moffatt | Connections Academy- SoCal | Tinsley Twyman | Speech Therapy | 04:00 PM   | 04:45 PM | 0.75 Regular                | Student arrived on time to therapy. Camera off but unmuted today. Initially pleasant greeting but was mostly distracted (denied being distracted by anything today). Provider took opportunity to point out cues that someone is not paying attention (always needed questions repeated, not responding right away to comments or questions, having very little to say and minimally answering). Tinsley minimally participated in today's topics, though they were topics known to be of interest to her previously, including Wings of Fire and WarriorCats, as well as Pokemon. She finally started to participate more when provider started a game of Jeopardy Labs about Warrior Cats canon. She did offer comments/responses about who authors the Warrior Cats books and whether there will be a TV show based on Wings of Fire. She answered every question and was more responsive. Session ended on a positive note. Continue per IEP.   |

| Date       | Provider       | School                     | Student(s)     | Service        | Start Time | End Time | Billable Decir Session Type | Note   |
|------------|----------------|----------------------------|----------------|----------------|------------|----------|-----------------------------|--|
| 03/20/2024 | Nohemi Moffatt | Connections Academy- SoCal | Tinsley Twyman | Speech Therapy | 03:30 PM   | 04:00 PM | 0.50 Regular                | Student arrived on time to therapy. Rapport-building activity of WoF quiz on JeopardyLabs. Tinsley was noticeably distracted because of delayed responses and needing questions repeated. When it came time to do speech tasks, she declined, citing some kind of ailment. Provider let her know she can always advocate for herself at the beginning of a session so demands are changed. Continue per IEP.   |
| 03/26/2024 | Nohemi Moffatt | Connections Academy- SoCal | Tinsley Twyman | IEP Prep       | 09:00 AM   | 10:15 AM | 1.25 IEP Prep               | IEP prep, all parts.<br><br>Student arrived on time to therapy. Provider reviewed process of communication with her and how there are contextual nonverbal cues that generally accompany messages, and how mismatched messages and cues can send the wrong information or just interfere with the message, leading to a breakdown in communication. Discussion further led emojis and the different meanings they convey, and how mismatching emojis with messages can lead to breakdown also. Student seemed mostly participatory and seemed to agree with many of the statements, but there were times she either seemed distracted or confused. Continue per IEP. |
| 03/27/2024 | Nohemi Moffatt | Connections Academy- SoCal | Tinsley Twyman | Speech Therapy | 03:30 PM   | 04:15 PM | 0.75 Regular                |  |
| 03/29/2024 | Nohemi Moffatt | Connections Academy- SoCal | Tinsley Twyman | IEP Attendance | 11:00 AM   | 12:00 PM | 1.00 IEP Attendance         |  |
|            |                |                            |                |                |            |          | 4.25                        |  |
|            |                |                            |                |                |            |          | 26.75                       |  |

| Date       | Provider      | School                     | Student(s)              | Service   | Start Time | End Time | Billable Descr    | Session Type | Note  |
|------------|---------------|----------------------------|-------------------------|-----------|------------|----------|-------------------|--------------|---|
| 03/04/2024 | Sheri Kennedy | Connections Academy- SoCal | Aenghus Decker-Knealing | BII- BCBA | 02:00 PM   | 02:30 PM | 0.50 Regular      |              | Student arrived, checked in with BIS and reviewed self regulation and emotional state when feeling upset or frustrated. Student reviewed and practiced all of the strategies BIS has modeled for the student. Student worked on and completed assessments in LA and science. BIS discussed the importance of reading each less before taking the assessment. Student understood and said he will go over his mai with his parents. Student required help sharing his sound and was able to figure i out. Student remained calm and used a calm tone in his voice.   |
| 03/11/2024 | Sheri Kennedy | Connections Academy- SoCal | Aenghus Decker-Knealing | BII- BCBA | 02:00 PM   | 02:30 PM | 0.50 Regular      |              | BIS sent parent a reminder via text. Student joined right away. BIS checked in with student, and reviewed self regulation skills. Student shared he has been usin them when he is feeling overwhelmed. Student shared it helps. Student worked on his math assessment. BIS redirected student to stop, take deep breaths and regulate. Student followed through. Student worked through each problem, BIS gave indirect prompts. Student completed the assessment with 100% accuracy. Student arrived on time and checked in with BIS. BIS and student reviewed self regulation techniques and what to do when feeling overwhelmed and frustrated. Student asked for help with science and math. BIS prompted student to follow th 3 step problems. Student followed through and answered the questions correctly given to minimal to moderate prompting. |
| 03/18/2024 | Sheri Kennedy | Connections Academy- SoCal | Aenghus Decker-Knealing | BII- BCBA | 02:00 PM   | 02:30 PM | 0.50 Regular      |              | BIS attended progress monitoring and amendment to discuss students current progress and if there is any regression. BIS discussed students strengths, areas of progress and if there is any regression. BIS gave recommendations for ES.  |
| 03/26/2024 | Sheri Kennedy | Connections Academy- SoCal | Aenghus Decker-Knealing | BII- BCBA | 10:30 AM   | 11:00 AM | 0.50 IEP Attendan | 2.00         | BIS sent a reminder to the parent via email. Provider waited 15 minutes. Parent did not respond and student did not show. BIS will follow up with CM.   |
| 03/05/2024 | Sheri Kennedy | Connections Academy- SoCal | Angel Hernandez         | BII- BCBA | 10:00 AM   | 11:00 AM | 1.00 No Show      |              | Student arrived and greeted BIS. Student asked for help with his lessons. BIS assisted student with his science and the solar system. Student read the information out loud and required 3-4 prompts to stay focused and completed the lesson. Student escalated when he saw he had to take a test. BIS redirected student to use self coping skills and he followed through. Student completed his test and earned free time. BIS and parent collaborated on students progress.  |
| 03/12/2024 | Sheri Kennedy | Connections Academy- SoCal | Angel Hernandez         | BII- BCBA | 10:00 AM   | 11:00 AM | 1.00 Regular      |              | Student arrived on time and checked in with BIS. Student shared what he is looking forward to doing after completing his work. Student completed a lesson i science and social studies. Student took turns reading out loud, reviewed vocabulary and answered questions in an interactive activity. Student completed two assessments with 80% and 100% accuracy. Student ended early due to throwing up towards the end of the session. Parent and BIS collaborated on students progress and challenges attending classes.   |
| 03/14/2024 | Sheri Kennedy | Connections Academy- SoCal | Angel Hernandez         | BII- BCBA | 02:00 PM   | 02:15 PM | 0.25 IEP Attendan |              | BIS sent parent an update about changes to the time of the session due to being scheduled for a meeting. Parent and BIS rescheduled the second half of the sessio for Thursday. Student greeted BIS, shared his emotional state and asked for help with science. Student protested 1-2 times due to the lesson being a unit test. BIS reassured student and reminded student to take it one question at a time. Student followed through and responded to 80% of the questions independently. Student required a few of the questions to be reworded so he understood. Student received 15/15 on his test and yelled out "I got 15 out of 15!" Student worked on 2 pages o math and will continue with BIS during the next session.   |
| 03/19/2024 | Sheri Kennedy | Connections Academy- SoCal | Angel Hernandez         | BII- BCBA | 10:00 AM   | 11:00 AM | 1.00 Regular      |              | Make up from 3/26 session due to BIS scheduled to attend an IEP meeting during half of the session. BIS sent parent a reminder prior to the session via email. Provider waited 10 minutes. Parent did not respond and student did not show.   |
| 03/26/2024 | Sheri Kennedy | Connections Academy- SoCal | Angel Hernandez         | BII- BCBA | 10:00 AM   | 10:30 AM | 0.50 Regular      |              | Parent sent BIS late cancellation notice due to student feeling sick and vomiting.  |
| 03/28/2024 | Sheri Kennedy | Connections Academy- SoCal | Angel Hernandez         | BII- BCBA | 09:15 AM   | 09:45 AM | 0.50 No Show      | 4.25         | Student arrived, greeted BIS and stated he felt better and ready to work. Student had his materials ready for the lessons. Student attended to the first lesson given minimal prompting and redirection. Student completed the questions in social studies and drew a picture about natural resources. Student required moderate prompting to attend and complete a portion of his LA. BIS prompted student using Premack Principle. First work, then videos. Student followed through and earned a preferred break.  |
| 03/04/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes           | BII- BCBA | 09:00 AM   | 10:00 AM | 1.00 Late Cancel  |              |   |
| 03/06/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes           | BII- BCBA | 12:00 PM   | 01:00 PM | 1.00 Regular      |              |   |

| Date       | Provider      | School                     | Student(s)       | Service   | Start Time | End Time | Billable Descr | Session Type                          | Note   |
|------------|---------------|----------------------------|------------------|-----------|------------|----------|----------------|---------------------------------------|--|
| 03/11/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes    | BIL- BCBA | 09:00 AM   | 10:00 AM | 1.00           | Regular                               | Student arrived late due to not waking up in time. Student required moderate prompting to stay focused throughout the LA lesson. Student completed the interactive activity and assessment given prompting and redirection.  |
| 03/13/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes    | BIL- BCBA | 12:00 PM   | 01:00 PM | 1.00           | Regular                               | Student arrived, checked in with BIS and said he felt great. Student gathered materials for the session. Student attended, followed along and responded to questions. Student wrote out a response to the reading in social studies on transportation and drew a picture. Student completed the lesson and assessment with 100% accuracy. Student completed LA lesson and assessment given moderate prompting to respond accurately. Student earned a free draw at the end of the session.   |
| 03/18/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes    | BIL- BCBA | 09:00 AM   | 10:00 AM | 1.00           | Late Cancel                           | BIS sent parent a reminder via text. Parent sent late cancellation due to student not feeling well.  |
| 03/20/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes    | BIL- BCBA | 12:00 PM   | 01:00 PM | 1.00           | Regular                               | Student arrived, checked in with BIS and stated he felt good. BIS reviewed the lessons he needs to complete. Student chose health and community. Student stay on task and motivated to participate in the lesson. Student wrote two sentences about what he does to stay healthy and drew a picture. Student asked not to work on math. BIS gave student choices, he chose reading. BIS shared IXL and student protested. BIS redirected student to first work, then preferred activity. Student agreed, but protested two more times. BIS talked to student and focused on one sentence about the reading. Student followed through and earned free time. |
| 03/25/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes    | BIL- BCBA | 09:00 AM   | 10:00 AM | 1.00           | No Show                               | BIS sent parent a reminder via text. Provider waited 15 minutes. Parent did not respond and student did not show.  |
| 03/27/2024 | Sheri Kennedy | Connections Academy- SoCal | Armando Gomes    | BIL- BCBA | 12:00 PM   | 01:00 PM | 1.00           | Regular                               | BIS and parent collaborated because Connexus was not working. BIS pulled up IXL for student to work on reading, writing and drawing a picture about animals. Student completed 3 reading passages, wrote 2-3 sentences per animal and drew a picture. Student stayed on task and was focused throughout the session. Student earned free time at the end.  |
| 03/01/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 12:30 PM   | 01:30 PM | 1.00           | Regular                               | BIS sent parent a reminder via text and student joined. Student did not work on any assignments since they met due to internet connections. Student completed a social studies lesson and health lesson. Student required minimal to moderate prompting to focus and scroll down during reading passages. Student completed social studies with 1/3 correct and 15/17 correct.   |
| 03/05/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 03:00 PM   | 04:00 PM | 1.00           | Regular                               | Student arrived on time and checked in with BIS. Student stated he felt great and ready to work on his lessons. Student asked BIS to read the information out loud.  |
| 03/08/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 12:30 PM   | 01:30 PM | 1.00           | Late Cancel                           | Student completed a lesson in social studies and art. Student responded to questions throughout the reading passage and stayed focused. Student received 2 and 3/5 on his assessments. BIS talked to student and parent about previewing questions before going through the lesson due to the amount of reading and information in each lesson. Parent will assist student during the next lesson.   |
| 03/12/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 03:00 PM   | 04:00 PM | 1.00           | Regular                               | Parent sent BIS notification of late cancellation due to a doctors appointment. Student arrived and shared his weekend events and meeting new friends. BIS and student discussed the importance of friendships. Student and BIS reviewed questions from two lessons in social studies prior to reviewing the lesson. This helped the student stay focused on key points in each lesson. Student completed the first assessment 4/4 and the second 4/5 correct.   |
| 03/15/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 12:30 PM   | 01:30 PM | 1.00           | Regular                               | Student arrived, checked in with BIS. Student shared his screen and worked on a science lesson. Student completed 2 lessons. He stayed on task and focused throughout the reading passage. Student earned 3/4 and 2/4 on his assessments. Student and BIS discussed making up a session the following week due to a meeting BIS has to attend.   |
| 03/19/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 03:00 PM   | 04:00 PM | 1.00           | Regular                               | Student arrived, checked in with BIS and parent confirmed make up session due to BIS attending a meeting during the regular scheduled session Friday. BIS prompted student to go back to unfinished work and begin with incomplete lesson. Student followed through. BIS read the information out loud and had student go back to review specific information so he is prepared for the assessments. Student completed two lessons in LA, interactive lessons and assessments. Student received 4/5 on both assessments. Student agreed to continue to work on unfinished work after the session ended.  |
| 03/22/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BIL- BCBA | 02:00 PM   | 03:00 PM | 1.00           | IEP Attendant monitoring study guide. | BIS attended and participated in a progress monitoring IEP meeting. BIS gave input on students progress and areas of concern. BIS discussed alternative options to PE log and teacher gave input on how student can access social study lessons by   |

| Date       | Provider      | School                     | Student(s)       | Service   | Start Time | End Time | Billable Decir Session Type | Note   |
|------------|---------------|----------------------------|------------------|-----------|------------|----------|-----------------------------|--|
| 03/26/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BII- BCBA | 03:00 PM   | 04:00 PM | 1.00 Regular                | Student arrived and checked in with BIS. BIS discussed with student and parent how to access work out videos for PE in order to complete his log. Parent and student agreed to pull up the videos. Student asked for help in social studies. BIS helped student read through the lesson, additional reading texts and discuss portions of the Renaissance. Student completed quiz and received 10/11 correct. Student expressed relief and happiness with his score. Student and parents arrived. Student expressed having difficulties with starting his work. Parent expressed feeling challenged because the student refused to work on any lessons earlier in the day. BIS talked to parents and student about asking his CM questions about what he needs to complete to pass his classes, and what w happen if he does not. BIS talked to student about fulfilling his role by helping hi parents, working on 3-4 lessons per day, and doing his best to participate. Student understood. Student attended and completed 1 lesson in art and completed 65% of the second lesson. Student agreed to continue the lesson with his L.C. Student received 4/4 on his assessment. |
| 03/29/2024 | Sheri Kennedy | Connections Academy- SoCal | Oliver Hernandez | BII- BCBA | 12:30 PM   | 01:30 PM | 1.00 Regular                | Student arrived, parent collaborated with BIS on student needing help to use her computer. BIS gave student a choice of activities. Student chose to work on his science lesson. Student required moderate prompting to stay focused on the lesson instead of discussing preferred topics. Student completed the lesson and the assessment.  |
| 03/07/2024 | Sheri Kennedy | Connections Academy- SoCal | Zen Cooper       | BII- BCBA | 08:00 AM   | 08:30 AM | 0.50 Regular                | Student arrived, greeted BIS and shared excitement getting a lap top and headphones. BIS talked to student about how important it will be to take care of his lap top, discussed using two hands and calm hands. Student understood. Student asked for help with math. BIS gave corrective feedback and student accepted the input. Student made the corrections. Student stayed on task until the end when he lost connection. Student returned to say good bye.  |
| 03/14/2024 | Sheri Kennedy | Connections Academy- SoCal | Zen Cooper       | BII- BCBA | 08:00 AM   | 08:30 AM | 0.50 Regular                | Student arrived, greeted BIS and used appropriate words to ask his sister to leave him alone. Student required moderate prompting to begin and stay on task, follow the correct numbers in the example problem. Student followed through after 4-5 prompts. Student asked for free time, BIS redirected student to solve one more problem to practice the 2 step instructions. Student followed through and earned free time.  |
| 03/21/2024 | Sheri Kennedy | Connections Academy- SoCal | Zen Cooper       | BII- BCBA | 08:00 AM   | 08:30 AM | 0.50 Regular                | Student arrived, greeted BIS, and reviewed the emotions list. BIS added information from student after feeling frustrated with his sister. Student required multiple prompts to stay focused. BIS redirected and reminded student of earning free time. Student understood and followed through. Student stayed on task for the remainder of the session. Student completed science lesson and half of L.A. Student earned free time the last 2 minutes of the session.  |
| 03/28/2024 | Sheri Kennedy | Connections Academy- SoCal | Zen Cooper       | BII- BCBA | 08:00 AM   | 08:30 AM | 0.50 Regular                |  |
|            |               |                            |                  |           |            |          | 2.00                        |  |
|            |               |                            |                  |           |            |          | 25.25                       |  |

| Date       | Provider      | School                     | Student(s)        | Service              | Start Time | End Time | Billable Descr Session Type | Note  |
|------------|---------------|----------------------------|-------------------|----------------------|------------|----------|-----------------------------|---|
| 03/15/2024 | Takia Fischer | Connections Academy- SoCal | Darius Pollard    | IEP Prep             | 11:00 AM   | 11:45 AM | 0.75 IEP Prep               | prep for upcoming IEP meeting 3/19/24   |
| 03/25/2024 | Takia Fischer | Connections Academy- SoCal | Darius Pollard    | Comp Time Counseling | 03:45 PM   | 04:15 PM | 0.50 Make-Up                | compensatory according to IEP   |
| 03/25/2024 | Takia Fischer | Connections Academy- SoCal | Darius Pollard    | IEP Attendance       | 12:00 PM   | 01:15 PM | 1.25 IEP Attendance         | annual IEP  |
| 03/11/2024 | Takia Fischer | Connections Academy- SoCal | Isabella Guardado | Counseling           | 02:30 PM   | 03:00 PM | 0.50 No Show                | Spoke with mom to inform that Isabella did not log on to session, Mother informed that she would remind Isabella; SP waited 17 minutes before logging off.  |
| 03/18/2024 | Takia Fischer | Connections Academy- SoCal | Isabella Guardado | Counseling           | 02:30 PM   | 03:00 PM | 0.50 Regular                | Isabella arrived to session on time today. Check in completed at the beginning of session. Lesson focused on social problem solving. Isabella required prompts on 2 out of 8 scenarios presented. |
| 03/28/2024 | Takia Fischer | Connections Academy- SoCal | Isabella Guardado | Counseling           | 02:00 PM   | 02:30 PM | 0.50 Regular                | Isabella arrived to session on time. Lesson focused on perspective taking and recognizing cues related to stress.   |
| 03/04/2024 | Takia Fischer | Connections Academy- SoCal | Leana Gutierrez   | Counseling           | 12:00 PM   | 12:30 PM | 0.50 Regular                | Leanna arrived to session on time; lesson completed which focused on perspective taking. Student did not require prompts.   |
| 03/11/2024 | Takia Fischer | Connections Academy- SoCal | Leana Gutierrez   | Counseling           | 12:00 PM   | 12:30 PM | 0.50 Regular                | Leanna arrived to session on time, lesson focused on anxiety triggers. Leanna independently identified triggers in 97% of opportunities.  |
| 03/18/2024 | Takia Fischer | Connections Academy- SoCal | Leana Gutierrez   | Counseling           | 12:00 PM   | 12:30 PM | 0.50 Regular                | Leanna arrived to session on time. Lesson focused on self advocacy. Leanna required minimal prompts.  |
| 03/26/2024 | Takia Fischer | Connections Academy- SoCal | Leana Gutierrez   | Counseling           | 12:00 PM   | 12:30 PM | 0.50 No Show                | SP sent call and text message to parent; no response. SP logged on to session and waited 15 minutes.  |
| 03/14/2024 | Takia Fischer | Connections Academy- SoCal | Tinsley Twyman    | Counseling           | 12:00 PM   | 12:45 PM | 0.75 Regular                | Tinsley arrived to session on time. SP repeated many instructions often. Tinsley had her camera off. It is recommended to request student to have camera on to ensure focus and attention.        |
| 03/15/2024 | Takia Fischer | Connections Academy- SoCal | Tinsley Twyman    | IEP Prep             | 12:00 PM   | 12:45 PM | 0.75 IEP Prep               | Prep for upcoming IEP meeting   |
| 03/25/2024 | Takia Fischer | Connections Academy- SoCal | Tinsley Twyman    | IEP Prep             | 05:00 PM   | 05:45 PM | 0.75 IEP Prep               | Prep for upcoming IEP meeting for IEP meeting   |
| 03/28/2024 | Takia Fischer | Connections Academy- SoCal | Tinsley Twyman    | Counseling           | 12:00 PM   | 12:45 PM | 0.75 Regular                | Tinsley arrived to session on time. Camera was off but SP spoke to Tinsley regarding focus and attention. Tinsley was receptive and responded well. Lesson focused on social awareness.           |
| 03/29/2024 | Takia Fischer | Connections Academy- SoCal | Tinsley Twyman    | IEP Attendance       | 11:00 AM   | 12:00 PM | 1.00 IEP Attendance         | annual IEP meeting  |
|            |               |                            |                   |                      |            |          | 10.00                       |   |
|            |               |                            |                   |                      |            |          | 4.00                        |   |



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## Invoice

| Date      | Invoice # |
|-----------|-----------|
| 3/31/2024 | 163795    |

### 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 2024 |       |                    |
|              |         | Paraprofessional Services       |       |                    |
|              |         | Grade Band Para Support         |       |                    |
|              | 1,758.5 | CalOPS Grade Band Para Support  | 45.00 | 79,132.50          |
|              |         | Verification forms attached     |       |                    |
| <b>Total</b> |         |                                 |       | <b>\$79,132.50</b> |



Grade Band

| Service Date<br>(Actual Service Date) | Service Provider/<br>Therapist Name | Service Provided<br>(Please use SEIS<br>Service Code<br>Number and Name) | Service Duration<br>- Hourly<br>(Actual Length of<br>Service) | Hourly<br>Fee<br>(Rate<br>from | Amount Due<br>(Service<br>Duration x<br>Hourly Fee) | Notes |
|---------------------------------------|-------------------------------------|--|---|--------------------------------|---|-------|
| 3/1/2024                              | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/4/2024                              | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/5/2024                              | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/6/2024                              | Natalie Hoss                        | Paraprofessional   | 7.00  | \$45.00                        | \$315.00  |       |
| 3/7/2024                              | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/8/2024                              | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/11/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/12/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/13/2024                             | Natalie Hoss                        | Paraprofessional   | 7.00  | \$45.00                        | \$315.00  |       |
| 3/14/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/15/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/18/2024                             | Natalie Hoss                        | Paraprofessional   |   | \$45.00                        | \$0.00  | Sick  |
| 3/19/2024                             | Natalie Hoss                        | Paraprofessional   |   | \$45.00                        | \$0.00  | Sick  |
| 3/20/2024                             | Natalie Hoss                        | Paraprofessional   | 7.00  | \$45.00                        | \$315.00  |       |
| 3/21/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/22/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/25/2024                             | Natalie Hoss                        | Paraprofessional   |   | \$45.00                        | \$0.00  | off   |
| 3/26/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/27/2024                             | Natalie Hoss                        | Paraprofessional   | 7.00  | \$45.00                        | \$315.00  |       |
| 3/28/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/29/2024                             | Natalie Hoss                        | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
|                                       |                                     |  |   |                                |   |       |
|                                       |                                     |  | 112.00  |                                | \$5,040.00  |       |
| 3/1/2024                              | Laurelle Flax                       | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |
| 3/4/2024                              | Laurelle Flax                       | Paraprofessional   | 6.00  | \$45.00                        | \$270.00  |       |

|           |                |                  |               |         |                   |  |
|-----------|----------------|------------------|---------------|---------|-------------------|--|
| 3/5/2024  | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Laurelle Flax  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/7/2024  | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Laurelle Flax  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/14/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Laurelle Flax  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/21/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/26/2024 | Laurelle Flax  | Paraprofessional | 6.50          | \$45.00 | \$292.50          |  |
| 3/27/2024 | Laurelle Flax  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/28/2024 | Laurelle Flax  | Paraprofessional | 5.50          | \$45.00 | \$247.50          |  |
| 3/29/2024 | Laurelle Flax  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |                |                  |               |         |                   |  |
|           |                |                  | <b>130.00</b> |         | <b>\$5,580.00</b> |  |
| 3/1/2024  | Kourtney Clark | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/4/2024  | Kourtney Clark | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/5/2024  | Kourtney Clark | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Kourtney Clark | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/7/2024  | Kourtney Clark | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Kourtney Clark | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/11/2024 | Kourtney Clark | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |

|           |                    |                  |               |         |                   |      |
|-----------|--------------------|------------------|---------------|---------|-------------------|------|
| 3/12/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/13/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/14/2024 | Kourtney Clark     | Paraprofessional | 6.50          | \$45.00 | \$292.50          |      |
| 3/15/2024 | Kourtney Clark     | Paraprofessional | 6.50          | \$45.00 | \$292.50          |      |
| 3/18/2024 | Kourtney Clark     | Paraprofessional | 6.75          | \$45.00 | \$303.75          |      |
| 3/19/2024 | Kourtney Clark     | Paraprofessional | 6.25          | \$45.00 | \$281.25          |      |
| 3/20/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/21/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/22/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/25/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/26/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/27/2024 | Kourtney Clark     | Paraprofessional | 6.50          | \$45.00 | \$292.50          |      |
| 3/28/2024 | Kourtney Clark     | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/29/2024 | Kourtney Clark     | Paraprofessional | 6.50          | \$45.00 | \$292.50          |      |
|           |                    |                  |               |         |                   |      |
|           |                    |                  | <b>131.00</b> |         | <b>\$5,895.00</b> |      |
| 3/1/2024  | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/4/2024  | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/5/2024  | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/6/2024  | Gabriella Martinez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/7/2024  | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/8/2024  | Gabriella Martinez | Paraprofessional |               | \$45.00 | \$0.00            | Sick |
| 3/11/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/12/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/13/2024 | Gabriella Martinez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/14/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/15/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/18/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |

|           |                    |                  |               |         |                   |  |
|-----------|--------------------|------------------|---------------|---------|-------------------|--|
| 3/19/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Gabriella Martinez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/21/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/26/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/27/2024 | Gabriella Martinez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/28/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/29/2024 | Gabriella Martinez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |                    |                  |               |         |                   |  |
|           |                    |                  | <b>124.00</b> |         | <b>\$5,580.00</b> |  |
| 3/1/2024  | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/4/2024  | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/5/2024  | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Edna Guerrero      | Paraprofessional | 6.75          | \$45.00 | \$303.75          |  |
| 3/7/2024  | Edna Guerrero      | Paraprofessional | 6.25          | \$45.00 | \$281.25          |  |
| 3/8/2024  | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Edna Guerrero      | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/14/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Edna Guerrero      | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/21/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Edna Guerrero      | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |



|           |                 |                  |               |         |                   |  |
|-----------|-----------------|------------------|---------------|---------|-------------------|--|
| 3/26/2024 | Edna Guerrero   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/27/2024 | Edna Guerrero   | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/28/2024 | Edna Guerrero   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/29/2024 | Edna Guerrero   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |                 |                  |               |         |                   |  |
|           |                 |                  | <b>130.00</b> |         | <b>\$5,850.00</b> |  |
| 3/1/2024  | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/4/2024  | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/5/2024  | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/7/2024  | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/14/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/21/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/26/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/27/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/28/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/29/2024 | Heather Hilaman | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |                 |                  |               |         |                   |  |

|           |                    |                  |  | 126.00 |  |         | \$5,670.00 |  |
|-----------|--------------------|------------------|--|--------|--|---------|------------|--|
| 3/1/2024  | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/4/2024  | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/5/2024  | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/6/2024  | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/7/2024  | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/8/2024  | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/11/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/12/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/13/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/14/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/15/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/18/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/19/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/20/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/21/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/22/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/25/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/26/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/27/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/28/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/29/2024 | Lauren Fleischmann | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
|           |                    |                  |  |        |  |         |            |  |
|           |                    |                  |  | 126.00 |  |         | \$5,670.00 |  |
| 3/1/2024  | Raquel Salazar     | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/4/2024  | Raquel Salazar     | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/5/2024  | Raquel Salazar     | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |
| 3/6/2024  | Raquel Salazar     | Paraprofessional |  | 6.00   |  | \$45.00 | \$270.00   |  |

|           |                |                  |               |         |                   |  |
|-----------|----------------|------------------|---------------|---------|-------------------|--|
| 3/7/2024  | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/14/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/21/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/26/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/27/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/28/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/29/2024 | Raquel Salazar | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |                |                  |               |         |                   |  |
|           |                |                  | <b>126.00</b> |         | <b>\$5,670.00</b> |  |
| 3/1/2024  | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/4/2024  | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/5/2024  | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Lorie Nieva    | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/7/2024  | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Lorie Nieva    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Lorie Nieva    | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |



|           |               |                  |               |         |                   |  |
|-----------|---------------|------------------|---------------|---------|-------------------|--|
| 3/14/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Lorie Nieva   | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/21/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/26/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/27/2024 | Lorie Nieva   | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/28/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/29/2024 | Lorie Nieva   | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |               |                  |               |         |                   |  |
|           |               |                  | <b>130.00</b> |         | <b>\$5,850.00</b> |  |
| 3/1/2024  | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/4/2024  | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/5/2024  | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Patricia Cruz | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/7/2024  | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Patricia Cruz | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/14/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Patricia Cruz | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |

|           |               |                  |               |         |                   |      |
|-----------|---------------|------------------|---------------|---------|-------------------|------|
| 3/21/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/22/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/25/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/26/2024 | Patricia Cruz | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/27/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/28/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/29/2024 | Patricia Cruz | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
|           |               |                  |               |         |                   |      |
|           |               |                  | <b>130.00</b> |         | <b>\$5,850.00</b> |      |
| 3/1/2024  | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/4/2024  | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/5/2024  | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/6/2024  | Leticia Filer | Paraprofessional |               | \$45.00 | \$0.00            | Sick |
| 3/7/2024  | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/8/2024  | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/11/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/12/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/13/2024 | Leticia Filer | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/14/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/15/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/18/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/19/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/20/2024 | Leticia Filer | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/21/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/22/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/25/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/26/2024 | Leticia Filer | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/27/2024 | Leticia Filer | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |

|           |                  |                  |               |         |                   |      |
|-----------|------------------|------------------|---------------|---------|-------------------|------|
| 3/28/2024 | Leticia Filer    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/29/2024 | Leticia Filer    | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
|           |                  |                  |               |         |                   |      |
|           |                  |                  | <b>123.00</b> |         | <b>\$5,535.00</b> |      |
| 3/1/2024  | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/4/2024  | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/5/2024  | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/6/2024  | Jessica Johnson  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/7/2024  | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/8/2024  | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/11/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/12/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/13/2024 | Jessica Johnson  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/14/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/15/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/18/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/19/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/20/2024 | Jessica Johnson  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/21/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/22/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/25/2024 | Jessica Johnson  | Paraprofessional |               | \$45.00 | \$0.00            | Sick |
| 3/26/2024 | Jessica Johnson  | Paraprofessional |               | \$45.00 | \$0.00            | Sick |
| 3/27/2024 | Jessica Johnson  | Paraprofessional | 7.00          | \$45.00 | \$315.00          |      |
| 3/28/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
| 3/29/2024 | Jessica Johnson  | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |
|           |                  |                  |               |         |                   |      |
|           |                  |                  | <b>118.00</b> |         | <b>\$5,310.00</b> |      |
| 3/1/2024  | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |      |

|           |                  |                  |               |         |                   |  |
|-----------|------------------|------------------|---------------|---------|-------------------|--|
| 3/4/2024  | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/5/2024  | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/6/2024  | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/7/2024  | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/8/2024  | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/11/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/12/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/13/2024 | Danielle Vasquez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/14/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/15/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/18/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/19/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/20/2024 | Danielle Vasquez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/21/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/22/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/25/2024 | Danielle Vasquez | Paraprofessional | 3.50          | \$45.00 | \$157.50          |  |
| 3/26/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/27/2024 | Danielle Vasquez | Paraprofessional | 7.00          | \$45.00 | \$315.00          |  |
| 3/28/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
| 3/29/2024 | Danielle Vasquez | Paraprofessional | 6.00          | \$45.00 | \$270.00          |  |
|           |                  |                  |               |         |                   |  |
|           |                  |                  | <b>126.50</b> |         | <b>\$5,692.50</b> |  |
|           |                  |                  |               |         |                   |  |
| 3/1/2024  | Harpreet Kaur    | Paraprofessional | -             |         |                   |  |
| 3/4/2024  | Harpreet Kaur    | Paraprofessional | -             |         |                   |  |
| 3/5/2024  | Harpreet Kaur    | Paraprofessional | -             |         |                   |  |
| 3/6/2024  | Harpreet Kaur    | Paraprofessional | -             |         |                   |  |
| 3/7/2024  | Harpreet Kaur    | Paraprofessional | -             |         |                   |  |



|           |               |                  |              |         |                   |         |  |  |
|-----------|---------------|------------------|--------------|---------|-------------------|---------|--|--|
| 3/8/2024  | Harpreet Kaur | Paraprofessional | -            |         |                   |         |  |  |
| 3/11/2024 | Harpreet Kaur | Paraprofessional | -            |         |                   |         |  |  |
| 3/12/2024 | Harpreet Kaur | Paraprofessional | -            |         |                   |         |  |  |
| 3/13/2024 | Harpreet Kaur | Paraprofessional | -            |         |                   |         |  |  |
| 3/14/2024 | Harpreet Kaur | Paraprofessional | -            |         |                   |         |  |  |
| 3/15/2024 | Harpreet Kaur | Paraprofessional | -            |         |                   |         |  |  |
| 3/18/2024 | Harpreet Kaur | Paraprofessional | 6.00         | \$45.00 | \$270.00          | 1st Day |  |  |
| 3/19/2024 | Harpreet Kaur | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/20/2024 | Harpreet Kaur | Paraprofessional | 6.07         | \$45.00 | \$273.15          |         |  |  |
| 3/21/2024 | Harpreet Kaur | Paraprofessional | 7.00         | \$45.00 | \$315.00          |         |  |  |
| 3/22/2024 | Harpreet Kaur | Paraprofessional | 2.00         | \$45.00 | \$90.00           |         |  |  |
| 3/25/2024 | Harpreet Kaur | Paraprofessional | -            | \$45.00 |                   | Off     |  |  |
| 3/26/2024 | Harpreet Kaur | Paraprofessional | -            | \$45.00 |                   | Off     |  |  |
| 3/27/2024 | Harpreet Kaur | Paraprofessional | -            | \$45.00 |                   | Off     |  |  |
| 3/28/2024 | Harpreet Kaur | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/29/2024 | Harpreet Kaur | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
|           |               |                  |              |         |                   |         |  |  |
|           |               |                  | <b>39.07</b> |         | <b>\$1,758.15</b> |         |  |  |
| 3/1/2024  | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/4/2024  | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/5/2024  | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/6/2024  | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/7/2024  | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/8/2024  | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/11/2024 | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/12/2024 | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |
| 3/13/2024 | Evelyn Wimby  | Paraprofessional | 6.00         | \$45.00 | \$270.00          |         |  |  |

|           |               |                  |          |         |            |  |
|-----------|---------------|------------------|----------|---------|------------|--|
| 3/14/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/15/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/18/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/19/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/20/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/21/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/22/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/25/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/26/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/27/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/28/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
| 3/29/2024 | Evelyn Wimby  | Paraprofessional | 6.00     | \$45.00 | \$270.00   |  |
|           |               |                  |          |         |            |  |
|           |               |                  | 126.00   |         | \$5,670.00 |  |
|           |               |                  |          |         |            |  |
|           |               |                  |          |         |            |  |
|           | <b>TOTALS</b> |                  | 1,758.50 |         | #####      |  |
|           |               |                  |          |         |            |  |



# INVOICE

Speech-Language Pathology Services - March 2024

**Milestones Therapy Group, A Prof. SLP Corporation**1968 S. Coast Hwy., Suite 370  
Laguna Beach, California 92651  
United States

949-229-2021

www.milestonestherapygroup.com

**BILL TO****California Online Public Schools,  
Connections Academy**  
33272 Valle Road  
San Juan Capistrano, California 92675  
United States**Invoice Number:** 1124**Invoice Date:** April 12, 2024**Payment Due:** May 27, 2024**Amount Due (USD): \$78,101.15** [Pay Securely Online](#)**Services****Amount****Speech-language pathology services**

SoCal (03/01/2024-03/31/2024)

\$43,733.44

**Speech-language pathology services**

NorCal (03/01/2024-03/31/2024)

\$13,219.50

**Speech-language pathology services**

Central Valley (03/01/2024-03/31/2024)

\$11,944.76

**Speech-language pathology services**

Central Coast (03/01/2024-03/31/2024)

\$254.76

**Speech-language pathology services**

Monterey Bay (03/01/2024-03/31/2024)

\$7,062.93

**Speech-language pathology services**

North Bay (03/01/2024-03/31/2024)

\$1,885.76





# INVOICE

Speech-Language Pathology Services - March 2024

**Milestones Therapy Group, A Prof. SLP Corporation**  
 1968 S. Coast Hwy., Suite 370  
 Laguna Beach, California 92651  
 United States

949-229-2021  
[www.milestonestherapygroup.com](http://www.milestonestherapygroup.com)

**Subtotal:** \$78,101.15

**Total:** \$78,101.15

**Amount Due (USD):** \$78,101.15

Pay Securely Online



[link.waveapps.com/f5ypub-rkprc3](https://link.waveapps.com/f5ypub-rkprc3)

## Notes / Terms

For details of the services listed on this summary invoice, please:  
 Refer to the email attachment sent to [sped-finance@californiaops.org](mailto:sped-finance@californiaops.org)

Thank you for your business!

# INVOICE

**TTC4SUCCESS**

937 Pearl Drive  
San Marcos, CA 92078

tasha@ttc4success.com  
+1 (951) 775-4292



## Connections

### Bill to

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

### Ship to

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

## Invoice details

Invoice no.: 1382  
Terms: Net 30  
Invoice date: 04/04/2024  
Due date: 05/04/2024

| #            | Date | Product or service   | Description               | Qty | Rate                | Amount      |
|--------------|------|----------------------|---------------------------|-----|---------------------|-------------|
| 1.           |      | <b>SPED Services</b> | March 2024 Southern CA    | 1   | \$64,430.46         | \$64,430.46 |
| 2.           |      | <b>SPED Services</b> | March 2024 Northern CA    | 1   | \$33,577.65         | \$33,577.65 |
| 3.           |      | <b>SPED Services</b> | March 2024 North Bay      | 1   | \$8,391.15          | \$8,391.15  |
| 4.           |      | <b>SPED Services</b> | March 2024 Monterrey Bay  | 1   | \$4,285.62          | \$4,285.62  |
| 5.           |      | <b>SPED Services</b> | March 2024 Central Coast  | 1   | \$313.20            | \$313.20    |
| 6.           |      | <b>SPED Services</b> | March 2024 Central Valley | 1   | \$2,583.90          | \$2,583.90  |
| <b>Total</b> |      |                      |                           |     | <b>\$113,581.98</b> |             |

BILLING INVOICE

|                 |                                 |                                       |                                 |
|-----------------|---------------------------------|---------------------------------------|---------------------------------|
| Invoice #       | 3268                            | Bill To:                              | California Online Public School |
| Invoice Date:   | 2/29/24                         | Attn:                                 | La Chelle Carter                |
| Name:           | El Pasoo Children's Center Inc  | lacarter@calca.connectionsacademy.org |                                 |
| Mailing Address | 74075 El Paseo Drive, Suite A2B | SPED-Finance@californiaops.org        |                                 |
| Telephone       | Palmt Desert, CA 92260          | abatin@calca.connectionsacademy.org   |                                 |
|                 | 760-342-4900                    |                                       |                                 |

| Provider             | Invoice # | Region | Student                          | Service Type        | Service | Actual Service | Billable Service in | Hourly Fee | Amount Due for | Miles  | Miles Traveled x .67 |
|----------------------|-----------|--------|----------------------------------|---------------------|---------|----------------|---------------------|------------|----------------|--------|----------------------|
| Abigail Smaligan     | 3268      | CapCo  | Anthony Hantunian                | IEP Meeting         | 2/9/24  | 1.50           | 1.5                 | 100        | \$150.00       |        | \$0.00               |
| Abigail Smaligan     | 3268      | CapCo  | Belen Martinez                   | AAC Consultation    | 2/9/24  | 0.50           | 1                   | 120        | \$120.00       |        | \$0.00               |
| Abigail Smaligan     | 3268      | CapCo  | Belen Martinez                   | IEP Meeting         | 2/14/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Abigail Smaligan     | 3268      | CapCo  | Belen Martinez (n/s)             | AAC Consultation    | 2/5/24  | 0.50           | 0.5                 | 120        | \$60.00        |        | \$0.00               |
| Abigail Smaligan     | 3268      | CapCo  | Jayden Taylor                    | IEP Meeting         | 2/23/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Abigail Smaligan     | 3268      | CapCo  | Maya Melgoza Cruz                | IEP Meeting         | 2/20/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Abigail Smaligan     | 3268      | CapCo  | Tyrone Price                     | Speech Assessment   | 2/29/24 | 10.50          | 10.5                | 110        | \$1,155.00     |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Aenghus Decker-Knealing          | OT Services         | 2/6/24  | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Aenghus Decker-Knealing          | OT Services         | 2/13/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Aenghus Decker-Knealing          | OT Services         | 2/20/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Aenghus Decker-Knealing          | OT Services         | 2/27/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Anthony Gomez (n/s)              | OT Services         | 2/28/24 | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Athlena Lindsay                  | IEP Meeting         | 2/20/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Athlena Lindsay                  | OT Services         | 2/14/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Athlena Lindsay                  | OT Services         | 2/21/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Athlena Lindsay                  | OT Services         | 2/28/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Athlena Lindsay (n/s)            | OT Services         | 2/7/24  | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Cynthia Navarro                  | OT Services         | 2/5/24  | 1.00           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Cynthia Navarro                  | OT Services         | 2/16/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Cynthia Navarro                  | OT Services         | 2/20/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Cynthia Navarro                  | OT Services         | 2/27/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Konnor Tichenor (n/s)            | OT Services         | 1/31/24 | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Miguel Antonio Ylagan            | OT Services         | 2/15/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Miguel Antonio Ylagan (m/u 2/23) | OT Services         | 2/29/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Miguel Antonio Ylagan (n/s)      | OT Services         | 2/9/24  | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Tony Escobar                     | IEP Meeting         | 2/27/24 | 1.75           | 1.75                | 100        | \$175.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Tony Escobar                     | OT Assessment       | 1/18/24 | 10.50          | 10.5                | 110        | \$1,155.00     |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Tony Escobar                     | OT Services         | 2/22/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Tony Escobar                     | OT Services         | 2/29/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Adrianna Covarrubias | 3268      | CapCo  | Tony Escobar (m/u 1/25)          | OT Services         | 2/15/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Ahmire McCoy         | 3268      | CapCo  | Aaron Scott                      | Ed Psych Assessment | 2/27/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 189.00 | \$126.63             |
| Ahmire McCoy         | 3268      | CapCo  | Austin Comito                    | Ed Psych Assessment | 2/23/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 180.00 | \$120.60             |
| Ahmire McCoy         | 3268      | CapCo  | Jakob James                      | Ed Psych Assessment | 2/9/24  | n/a            | n/a                 | n/a        | \$1,950.00     | 179.00 | \$119.93             |
| Ahmire McCoy         | 3268      | CapCo  | Jakob James                      | IEP Meeting         | 2/15/24 | 1.50           | 1.5                 | 100        | \$150.00       |        | \$0.00               |
| Ahmire McCoy         | 3268      | CapCo  | Jayden Lures                     | FBA                 | 2/28/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 167.00 | \$111.89             |
| Ahmire McCoy         | 3268      | CapCo  | Jayden Lures                     | IEP Meeting         | 2/29/24 | 1.50           | 1.5                 | 100        | \$150.00       |        | \$0.00               |
| Ahmire McCoy         | 3268      | CapCo  | Joel Oliver Mejia                | Ed Psych Assessment | 2/16/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 159.00 | \$106.53             |
| Ahmire McCoy         | 3268      | CapCo  | Joseph Russi                     | Ed Psych Assessment | 2/20/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 76.00  | \$50.92              |
| Ahmire McCoy         | 3268      | CapCo  | Nicholas Kargl                   | FBA                 | 2/21/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 185.00 | \$123.95             |
| Ahmire McCoy         | 3268      | CapCo  | Sebastian Neal                   | Ed Psych Assessment | 2/12/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 173.00 | \$115.91             |
| Ahmire McCoy         | 3268      | CapCo  | Sebastian Neal                   | IEP Meeting         | 2/13/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Ahmire McCoy         | 3268      | CapCo  | Uriel Reynada Gonzalez           | Ed Psych Assessment | 2/10/24 | n/a            | n/a                 | n/a        | \$1,950.00     | 139.00 | \$93.13              |
| Alien Nguyenly       | 3268      | CapCo  | Anthony Gomez (n/s)              | OT Services         | 2/9/24  | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Ari Amaya                        | OT Services         | 2/9/24  | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Ari Amaya                        | OT Services         | 2/16/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Ari Amaya                        | OT Services         | 2/23/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Gabriel Aguirre                  | OT Services         | 2/9/24  | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Gabriel Aguirre                  | OT Services         | 2/23/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Ray Flores                       | OT Services         | 2/16/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Ray Flores                       | OT Services         | 2/23/24 | 0.50           | 1                   | 110        | \$110.00       |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Savannah Erwin (n/s)             | OT Services         | 2/9/24  | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Savannah Erwin (n/s)             | OT Services         | 2/16/24 | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Alien Nguyenly       | 3268      | CapCo  | Savannah Erwin (n/s)             | OT Services         | 2/23/24 | 0.50           | 0.5                 | 110        | \$55.00        |        | \$0.00               |
| Albert Litvin        | 3268      | CapCo  | Isai Morales Lomeli              | Speech Assessment   | 2/29/24 | 10.50          | 10.5                | 110        | \$1,155.00     |        | \$0.00               |
| Albert Litvin        | 3268      | CapCo  | Koda Froese                      | IEP Meeting         | 2/6/24  | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Albert Litvin        | 3268      | CapCo  | Xexilia Pham                     | Speech Assessment   | 2/5/24  | 10.50          | 10.5                | 110        | \$1,155.00     |        | \$0.00               |
| Alejandra Anoncal    | 3268      | CapCo  | Angel Hernandez                  | IEP Meeting         | 2/1/24  | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Alejandra Anoncal    | 3268      | CapCo  | Angel Hernandez                  | IEP Meeting         | 2/15/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Alejandra Anoncal    | 3268      | CapCo  | Dayana Ramos                     | IEP Meeting         | 2/29/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Alejandra Anoncal    | 3268      | CapCo  | Jason Butts                      | IEP Meeting         | 2/20/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Alejandra Anoncal    | 3268      | CapCo  | Jayden Baylor                    | IEP Meeting         | 2/29/24 | 1.00           | 1                   | 100        | \$100.00       |        | \$0.00               |
| Alia Paoletta        | 3268      | CapCo  | Andrew Hall                      | IEP Meeting         | 2/9/24  | 1.25           | 1.25                | 100        | \$125.00       |        | \$0.00               |

|                 |      |       |                                 |                             |          |       |      |     |            |       |         |
|-----------------|------|-------|---------------------------------|-----------------------------|----------|-------|------|-----|------------|-------|---------|
| Alicia Paoletta | 3268 | CapCo | Anthony Hanutunian              | IEP Meeting                 | 2/9/24   | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Dakota Bell                     | IEP Meeting                 | 2/28/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Dakota Bell                     | Manifestation Determination | 2/24/24  | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Destiny Saucedo Ratcliffe       | Manifestation Determination | 2/9/24   | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Destiny Saucedo Ratcliffe (n/s) | IEP Meeting                 | 2/14/24  | 0.50  | 0.5  | 100 | \$50.00    |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Faith Dietzel                   | IEP Meeting                 | 2/15/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Faith Dietzel                   | Manifestation Determination | 2/11/24  | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Isabella Robledo                | IEP Meeting                 | 2/6/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Isabella Robledo                | Manifestation Determination | 2/2/2024 | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | James Rawls                     | Ed Psych Assessment         | 2/6/24   | n/a   | n/a  | n/a | \$1,950.00 | 23.40 | \$15.68 |
| Alicia Paoletta | 3268 | CapCo | Jeriah Diaz                     | IEP Meeting                 | 2/12/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Jiraiya Fierro                  | Ed Psych Assessment         | 2/11/24  | n/a   | n/a  | n/a | \$750.00   | 0.00  | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Justice Engstrom                | IEP Meeting                 | 2/12/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Justice Engstrom                | Manifestation Determination | 2/1/24   | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Kevin Arami                     | Ed Psych Assessment         | 2/17/24  | n/a   | n/a  | n/a | \$1,950.00 | 26.00 | \$17.42 |
| Alicia Paoletta | 3268 | CapCo | Leovixildo Lopez                | IEP Meeting                 | 2/26/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Leovixildo Lopez                | Manifestation Determination | 2/24/24  | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Tanner Winters                  | IEP Meeting                 | 2/20/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Tanner Winters                  | Manifestation Determination | 2/14/24  | n/a   | n/a  | n/a | \$750.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Vincent Ibarias                 | Ed Psych Assessment         | 1/28/24  | n/a   | n/a  | n/a | \$1,950.00 | 22.40 | \$15.01 |
| Alicia Paoletta | 3268 | CapCo | Vincent Ibarias                 | IEP Meeting                 | 2/22/24  | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Alicia Paoletta | 3268 | CapCo | Zipporah Smith                  | Ed Psych Assessment         | 1/21/24  | n/a   | n/a  | n/a | \$1,950.00 | 7.60  | \$5.09  |
| Alyce Rouse     | 3268 | CapCo | Armonie Stewart                 | IEP Meeting                 | 2/16/24  | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Alyce Rouse     | 3268 | CapCo | Armonie Stewart                 | IEP Meeting                 | 2/28/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyce Rouse     | 3268 | CapCo | Jasmine Rios                    | IEP Meeting                 | 1/31/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyce Rouse     | 3268 | CapCo | Justin Perez                    | Speech Assessment           | 2/26/24  | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Angel Hernandez                 | IEP Meeting                 | 2/8/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Chesnee Pederson                | IEP Meeting                 | 2/20/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Clerissa Sierra                 | OT Services                 | 2/28/24  | 0.50  | 0.5  | 110 | \$165.00   | 5.20  | \$3.48  |
| Alyssa Guerrero | 3268 | CapCo | Gilberto Polanco                | OT Assessment               | 2/15/24  | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Joshua Blackburn                | IEP Meeting                 | 2/29/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Joshua Blackburn                | OT Assessment               | 2/15/24  | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Liam Spearman                   | IEP Meeting                 | 2/1/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Zya Taylor                      | IEP Meeting                 | 2/29/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3268 | CapCo | Zya Taylor                      | OT Assessment               | 2/15/24  | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Ari Amaya                       | 510                         | 2/6/24   | 0.50  | 0.50 | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Ari Amaya                       | 510                         | 2/13/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Ari Amaya                       | 510                         | 2/20/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Ari Amaya                       | 510                         | 2/27/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Brighton Kieman                 | 510                         | 2/5/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Brighton Kieman                 | 510                         | 2/23/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Brighton Kieman                 | 510                         | 2/26/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Brighton Kieman                 | 530                         | 2/23/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Brighton Kieman                 | 520                         | 2/5/24   | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Cassandra Kosman                | 520                         | 2/12/24  | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Cassandra Kosman                | 510                         | 2/5/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Elma Younus                     | 510                         | 2/12/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Elma Younus                     | 510                         | 2/22/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Elma Younus                     | 510                         | 2/26/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Eric Hernandez                  | 515                         | 2/5/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Eric Hernandez                  | 515                         | 2/26/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Isaac Aguilar Jimenez           | 510                         | 2/23/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Isaiah Mayoral                  | 510                         | 2/22/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Isaiah Mayoral                  | 510                         | 2/29/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Isaiah Mayoral                  | 520                         | 2/29/24  | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Jesse Matzen                    | 515                         | 2/7/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Jesse Matzen                    | 515                         | 2/14/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Jesse Matzen                    | 515                         | 2/21/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Jesse Matzen                    | 515                         | 2/28/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Joshua Blackburn                | 535                         | 2/23/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Julian Parra-Villanueva         | 510                         | 2/9/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Julian Parra-Villanueva         | 510                         | 2/23/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Keyliana Sanchez                | 515                         | 2/5/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Keyliana Sanchez                | 515                         | 2/14/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Keyliana Sanchez                | 515                         | 2/28/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Keyliana Sanchez                | 530                         | 2/23/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Keyliana Sanchez                | 530                         | 2/26/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Lucas Vazquez                   | 515                         | 2/7/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3268 | CapCo | Lucas Vazquez                   | 515                         | 2/21/24  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Marc Sweeney                    | 510                         | 2/23/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| manda Olley     | 3268 | CapCo | Marc Sweeney                    | 510                         | 2/26/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |

|               |      |       |                                |             |           |      |     |          |          |        |
|---------------|------|-------|--------------------------------|-------------|-----------|------|-----|----------|----------|--------|
| Amanda Olley  | 3268 | CapCo | Marc Sweeney                   | 520         |           | 1    | 120 | \$120.00 |          | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Marc Sweeney                   | 520         | 2/23/24   | 0.50 |     |          |          | \$0.00 |
| Amanda Olley  | 3268 | CapCo | IEP Meeting                    | 520         | 2/23/24   | 1.00 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 510         | 2/5/2024  | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 510         | 2/23/2024 | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 510         | 2/26/2024 | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 515         | 2/7/2024  | 0.50 | 1   | 95       | \$95.00  | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 515         | 2/14/2024 | 0.50 | 1   | 95       | \$95.00  | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 515         | 2/21/2024 | 0.50 | 1   | 95       | \$95.00  | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Mikayla Campbell-Johnston      | 515         | 2/28/2024 | 0.50 | 1   | 95       | \$95.00  | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Nicholas Kargl                 | 510         | 2/5/24    | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Nicholas Kargl                 | 510         | 2/23/24   | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Nicholas Kargl                 | 510         | 2/26/24   | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Patricia Gonzales              | 510         | 2/5/24    | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Patricia Gonzales              | 510         | 2/23/24   | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Patricia Gonzales              | 510         | 2/26/24   | 0.50 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Patricia Gonzales              | IEP Meeting | 2/26/24   | 1.00 | 1   | 100      | \$100.00 | \$0.00 |
| Amanda Olley  | 3268 | CapCo | Zoey Hidalgo                   | 515         | 2/14/24   | 0.50 | 95  | \$95.00  | \$0.00   | \$0.00 |
| Angelica Diaz | 3268 | CapCo | Heldi Romero                   | 515         | 2/28/24   | 0.50 | 1   | 95       | \$95.00  | \$0.00 |
| Angelica Diaz | 3268 | CapCo | DHH Services                   |             | 2/23/24   | 0.25 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Maitzen Stevens                |             | 2/16/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Anthony Ramirez                |             | 2/12/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Anthony Ramirez                |             | 2/26/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Anthony Ramirez (n/s)          |             | 2/5/24    | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Benjamin Lackey                |             | 2/4/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Benjamin Lackey                |             | 2/21/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Benjamin Lackey (n/s)          |             | 2/14/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Brighton Kieman                |             | 2/29/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Brighton Kieman (n/s)          |             | 2/13/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Daljanique Harding             |             | 2/6/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Daljanique Harding (n/s)       |             | 2/20/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Dejay Aquino                   |             | 2/29/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Dejay Aquino (n/s)             |             | 2/8/24    | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Dejay Aquino (n/s)             |             | 2/15/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Dejay Aquino (n/s)             |             | 2/22/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Diego Olvera                   |             | 2/14/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Diego Olvera                   |             | 2/28/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Donald Hartley                 |             | 2/6/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Donald Hartley                 |             | 2/13/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Donald Hartley                 |             | 2/20/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Donald Hartley                 |             | 2/28/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Donald Hartley (n/s)           |             | 2/21/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Donald Hartley (n/s)           |             | 2/27/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Gabriel Nichols                |             | 2/8/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Gabriel Nichols                |             | 2/15/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Gabriel Nichols                |             | 2/29/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | George Thomson                 |             | 2/5/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | George Thomson                 |             | 2/12/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | George Thomson                 |             | 2/26/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Giovanni Jimenez-Ramirez (n/s) |             | 2/7/24    | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Giovanni Jimenez-Ramirez (n/s) |             | 2/21/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Henry Hesselman                |             | 2/5/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Henry Hesselman                |             | 2/8/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Henry Hesselman                |             | 2/12/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Henry Hesselman                |             | 2/15/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Henry Hesselman                |             | 2/22/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Henry Hesselman                |             | 2/26/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Jabez Arevalo                  |             | 2/29/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Jabez Arevalo                  |             | 2/6/24    | 0.66 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Jabez Arevalo                  |             | 2/13/24   | 0.66 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Jabez Arevalo                  |             | 2/20/24   | 0.66 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Jabez Arevalo                  |             | 2/27/24   | 0.66 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Katelynn Cardona               |             | 2/12/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Katelynn Cardona (n/s)         |             | 2/26/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Lellani Sylvester-Carr (n/s)   |             | 2/7/24    | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Lellani Sylvester-Carr (n/s)   |             | 2/14/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Lellani Sylvester-Carr (n/s)   |             | 2/21/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Lellani Sylvester-Carr (n/s)   |             | 2/28/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Liam Eдора                     |             | 2/5/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Liam Eдора                     |             | 2/26/24   | 0.50 | 1   | 110      | \$110.00 | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Liam Eдора (n/s)               |             | 2/12/24   | 0.50 | 0.5 | 110      | \$55.00  | \$0.00 |
| Ariana Vista  | 3268 | CapCo | Nathan Padilla                 |             | 2/7/24    | 0.50 | 1   | 110      | \$110.00 | \$0.00 |

|                 |      |                           |       |                     |          |       |      |     |            |        |         |
|-----------------|------|---------------------------|-------|---------------------|----------|-------|------|-----|------------|--------|---------|
| Ariana Vista    | 3268 | Nathan Padilla            | CapCo | OT Services         | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ariana Vista    | 3268 | Nathan Padilla            | CapCo | OT Services         | 2/27/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ariana Vista    | 3268 | Nathan Padilla (n/s)      | CapCo | OT Services         | 2/20/24  | 0.50  |      | 110 | \$55.00    |        | \$0.00  |
| Ariana Vista    | 3268 | Thiago De Jesus Gutierrez | CapCo | OT Services         | 2/7/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ariana Vista    | 3268 | Tristen Sidham            | CapCo | OT Services         | 2/7/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ariana Vista    | 3268 | Tristen Sidham            | CapCo | OT Services         | 2/21/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ariana Vista    | 3268 | Vanessa Sotelo (n/s)      | CapCo | OT Services         | 2/8/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Ariana Vista    | 3268 | Victor Lopez (n/s)        | CapCo | OT Services         | 2/8/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Ariana Vista    | 3268 | Victor Lopez (n/s)        | CapCo | OT Services         | 2/15/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Ariana Vista    | 3268 | Victor Lopez (n/s)        | CapCo | OT Services         | 2/22/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Ariana Vista    | 3268 | Andrew Hall               | CapCo | Speech Assessment   | 1/23/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Amando Alvarez  | 3268 | Carley Hernandez          | CapCo | Speech Assessment   | 1/30/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Amando Alvarez  | 3268 | Douglas Shannon           | CapCo | IEP Meeting         | 2/28/24  | 1.75  | 1.75 | 100 | \$175.00   |        | \$0.00  |
| Amando Alvarez  | 3268 | Douglas Shannon           | CapCo | Speech Assessment   | 1/24/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Amando Alvarez  | 3268 | Ivory Minsky              | CapCo | Speech Assessment   | 2/24/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Amando Alvarez  | 3268 | Romeo Jackiewicz          | CapCo | Speech Assessment   | 2/1/24   | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Ashton Guillard | 3268 | Latae Spearman            | CapCo | 535                 | 2/8/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Latae Spearman            | CapCo | 535                 | 2/15/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Latae Spearman            | CapCo | 535                 | 2/22/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Lloyd Spearman            | CapCo | 535                 | 2/9/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Lloyd Spearman            | CapCo | 535                 | 2/16/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Lloyd Spearman            | CapCo | 535                 | 2/23/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Roman Armenise            | CapCo | 535                 | 2/7/24   | 0.83  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Roman Armenise            | CapCo | 535                 | 2/14/24  | 0.83  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Roman Armenise            | CapCo | 535                 | 2/21/24  | 0.83  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Roman Armenise            | CapCo | 535                 | 2/28/24  | 0.83  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Tristen Sidham            | CapCo | 535                 | 2/8/24   | 0.25  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Tristen Sidham            | CapCo | 535                 | 2/15/24  | 0.25  | 1    | 110 | \$110.00   |        | \$0.00  |
| Ashton Guillard | 3268 | Tristen Sidham            | CapCo | 535                 | 2/22/24  | 0.25  | 1    | 110 | \$110.00   |        | \$0.00  |
| andice Gayle    | 3268 | Izzy Arellano             | CapCo | PT Services         | 2/7/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| andice Gayle    | 3268 | Taline Brubaker           | CapCo | PT Services         | 2/23/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| art Geiss       | 3268 | Ivory Minsky              | CapCo | Ed Psych Assessment | 2/24/24  | n/a   | n/a  | n/a | \$1,950.00 | 52.00  | \$34.84 |
| art Geiss       | 3268 | Joel Godfrey              | CapCo | Ed Psych Assessment | 2/16/24  | n/a   | n/a  | n/a | \$1,950.00 | 108.00 | \$72.36 |
| art Geiss       | 3268 | Mikayla Campbell-Johnston | CapCo | IEP Meeting         | 2/28/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| art Geiss       | 3268 | Samaria Sovo              | CapCo | Ed Psych Assessment | 2/25/24  | n/a   | n/a  | n/a | \$1,950.00 | 110.00 | \$73.70 |
| art Geiss       | 3268 | Samaria Sovo              | CapCo | IEP Meeting         | 2/26/24  | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| art Geiss       | 3268 | Wynston O'Hagan           | CapCo | IEP Meeting         | 12/11/23 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| arissa Nation   | 3268 | Gabriel Villaseñor        | CapCo | Speech Services     | 2/8/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| arissa Nation   | 3268 | Gabriel Villaseñor        | CapCo | Speech Services     | 2/15/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |

|                 |      |       |                       |                   |         |       |      |     |            |  |        |
|-----------------|------|-------|-----------------------|-------------------|---------|-------|------|-----|------------|--|--------|
| Danielle Walker | 3268 | CapCo | Clarissa Iraheta      | IEP Meeting       | 1/29/24 | 1.50  | 1.5  | 100 | \$150.00   |  | \$0.00 |
| Danielle Walker | 3268 | CapCo | Clarissa Iraheta      | Speech Assessment | 1/6/24  | 10.50 | 10.5 | 110 | \$1,155.00 |  | \$0.00 |
| Danielle Walker | 3268 | CapCo | Krystyle Collier      | IEP Meeting       | 2/8/24  | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Danielle Walker | 3268 | CapCo | Krystyle Collier      | Speech Assessment | 1/13/24 | 10.50 | 10.5 | 110 | \$1,155.00 |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Aleysha Santiago      | DHH Services      | 2/5/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Aleysha Santiago      | DHH Services      | 2/12/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Aleysha Santiago      | DHH Services      | 2/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Aleysha Santiago      | DHH Services      | 2/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | De'Shaun Andrewin     | DHH Services      | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Deanna Spiwak         | DHH Services      | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Deanna Spiwak         | DHH Services      | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Deanna Spiwak         | DHH Services      | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Deanna Spiwak         | DHH Services      | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Deanna Spiwak         | IEP Meeting       | 2/20/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Diana Cadigan   | 3268 | CapCo | Deanna Spiwak (n/s)   | DHH Services      | 2/21/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/5/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/6/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/7/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/8/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/9/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/12/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/13/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/14/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/16/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/20/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/21/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/22/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/23/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/26/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling       | 535 Student       | 2/15/24 | 1.00  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling (n/s) | 535 Student       | 2/27/24 | 1.00  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling (n/s) | 535 Student       | 2/28/24 | 1.00  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Alyssa Sterling (n/s) | 535 Student       | 2/29/24 | 1.00  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Eric Gunn             | 535 Student       | 2/8/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Eric Gunn             | IEP Meeting       | 2/14/24 | 1.5   | 1.5  | 100 | \$150.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Parent        | 2/9/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Parent        | 2/16/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Parent        | 2/23/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Student       | 2/5/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Student       | 2/9/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Student       | 2/12/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Student       | 2/23/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Student       | 2/26/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Parent        | 2/16/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Georgio Stewart       | 535 Parent        | 2/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 520 Parent        | 2/16/24 | 0.50  | 1    | 120 | \$120.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 520 Parent        | 2/23/24 | 0.50  | 1    | 120 | \$120.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 520 Parent        | 2/9/24  | 0.50  | 1    | 120 | \$120.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/8/24  | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/12/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/13/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/15/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/16/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/20/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/22/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/26/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/29/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz           | 535 Student       | 2/27/24 | 2.00  | 2    | 110 | \$220.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz (n/s)     | 535 Student       | 2/5/24  | 2.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Jacob Ortiz (n/s)     | 535 Student       | 2/6/24  | 2.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Parent        | 2/9/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Parent        | 2/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Parent        | 2/23/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Parent        | 2/29/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/5/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/6/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/7/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/9/24  | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/12/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/14/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/15/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/20/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |
| Eleonora Magri  | 3268 | CapCo | Layla Stewart         | 535 Student       | 2/21/24 | 1.00  | 1    | 110 | \$110.00   |  | \$0.00 |



|                |      |       |                              |                     |         |      |     |     |            |         |
|----------------|------|-------|------------------------------|---------------------|---------|------|-----|-----|------------|---------|
| Eleonora Magri | 3268 | CapCo | Layla Stewart                | 535 Student         | 2/22/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart                | 535 Student         | 2/23/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart                | 535 Student         | 2/26/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart                | 535 Student         | 2/27/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart                | 535 Student         | 2/28/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart                | 535 Student         | 2/29/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart (n/s)          | 535 Student         | 2/8/24  | 1.00 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Layla Stewart (n/s)          | 535 Student         | 2/13/24 | 1.00 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Shyanna Rivera               | 535 Student         | 2/15/24 | 1.00 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Shyanna Rivera               | 535 Student         | 2/16/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Shyanna Rivera               | 535 Student         | 2/29/24 | 0.50 | 1.5 | 100 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Gilberto Polanco             | IEP Meeting         | 2/16/24 | 1.50 | n/a | n/a | \$1,950.00 | \$40.20 |
| Eleonora Magri | 3268 | CapCo | Aldon Thompson               | Ed Psych Assessment | 2/16/24 | 1.00 | 1   | 100 | \$100.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Amonie Stewart               | IEP Meeting         | 2/16/24 | 1.00 | 1   | 100 | \$100.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Douglas Shannon              | IEP Meeting         | 2/28/24 | 1.00 | n/a | n/a | \$1,950.00 | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jadyn Suarez-Sellers         | Ed Psych Assessment | 2/29/24 | n/a  | n/a | 100 | \$150.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jayden Gerona                | IEP Meeting         | 2/14/24 | 1.50 | 1.5 | 100 | \$150.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jorel Anocha                 | Ed Psych Assessment | 2/24/24 | n/a  | n/a | n/a | \$1,950.00 | \$58.96 |
| Eleonora Magri | 3268 | CapCo | Morgan Haas                  | IEP Meeting         | 2/14/24 | 1.50 | 1.5 | 100 | \$150.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Angelina Romero              | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Angelina Romero              | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Angelina Romero              | Speech Services     | 2/28/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Angelina Romero (n/s)        | Speech Services     | 2/21/24 | 0.50 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Anna Clay                    | Speech Services     | 2/6/24  | 0.25 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/6/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/13/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/20/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ava Bates                    | Speech Services     | 2/28/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Carlos Baulista Quiroz (n/s) | Speech Services     | 2/22/24 | 0.50 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Carlos Baulista Quiroz (n/s) | Speech Services     | 2/29/24 | 0.50 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Christian Martinez           | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Christian Martinez           | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Christian Vega               | Speech Services     | 2/9/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Christian Vega               | Speech Services     | 2/16/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Christian Vega               | Speech Services     | 2/23/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ciaran Lennon                | Speech Services     | 2/6/24  | 0.67 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ciaran Lennon                | Speech Services     | 2/20/24 | 0.67 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ciaran Lennon                | Speech Services     | 2/27/24 | 0.67 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Ciaran Lennon (n/s)          | Speech Services     | 2/13/24 | 0.67 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Clarissa Iraheta             | Speech Services     | 2/5/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Clarissa Iraheta             | Speech Services     | 2/12/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Clarissa Iraheta             | Speech Services     | 2/26/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Eli Ramirez                  | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Eli Ramirez                  | Speech Services     | 2/12/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Eli Ramirez                  | Speech Services     | 2/15/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Eli Ramirez                  | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Hailey Vasquez               | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Hailey Vasquez               | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Hailey Vasquez               | Speech Services     | 2/15/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Hailey Vasquez               | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Hailey Vasquez               | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Henry Hesselman              | Speech Services     | 2/16/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Henry Hesselman              | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Henry Hesselman              | Speech Services     | 2/23/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Henry Hesselman              | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles                | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles                | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles                | Speech Services     | 2/16/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles                | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles (n/s)          | Speech Services     | 2/23/24 | 0.50 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles (n/s)          | Speech Services     | 2/27/24 | 0.50 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Jason Knowles (n/s)          | Speech Services     | 2/28/24 | 0.50 | 0.5 | 110 | \$55.00    | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Kaycee Valenzuela            | Speech Services     | 2/5/24  | 0.33 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Kaycee Valenzuela            | Speech Services     | 2/12/24 | 0.33 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Kaycee Valenzuela            | Speech Services     | 2/28/24 | 0.33 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Kennedy Vanias               | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Kennedy Vanias               | Speech Services     | 2/12/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |
| Eleonora Magri | 3268 | CapCo | Kennedy Vanias               | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   | \$0.00  |

|              |      |       |                         |                 |           |      |     |     |          |  |  |        |
|--------------|------|-------|-------------------------|-----------------|-----------|------|-----|-----|----------|--|--|--------|
| Emily Chupek | 3268 | CapCo | Kennedy Vanias          | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Kennedy Vanias          | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Kennedy Vanias (n/s)    | Speech Services | 2/5/24    | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Kennedy Vanias (n/s)    | Speech Services | 2/28/24   | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Krystyle Collier        | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Krystyle Collier        | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Krystyle Collier        | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Leah Morales            | Speech Services | 2/6/24    | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Leah Morales            | Speech Services | 2/13/24   | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Leah Morales            | Speech Services | 2/20/24   | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Leah Morales            | Speech Services | 2/27/24   | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Liam Spearman           | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Liam Spearman (n/s)     | Speech Services | 2/5/24    | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Liam Spearman (n/s)     | Speech Services | 2/12/24   | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Lillian Dahlan          | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Mason Vidana            | Speech Services | 2/6/24    | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Mason Vidana            | Speech Services | 2/13/24   | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Mason Vidana            | Speech Services | 2/20/24   | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Mason Vidana            | Speech Services | 2/27/24   | 1.00 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Matthew Gonzalez        | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Matthew Gonzalez        | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Matthew Gonzalez (n/s)  | Speech Services | 2/16/24   | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/15/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Munemitsu Matsuyama     | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Nathan Mendoza          | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Nathan Mendoza          | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Noah Flores             | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Noah Flores             | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Noah Flores             | Speech Services | 2/14/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Noah Flores             | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Noah Flores             | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Noah Flores             | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Petra Arteaga           | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Petra Arteaga           | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Petra Arteaga           | Speech Services | 2/15/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Petra Arteaga           | Speech Services | 2/22/2024 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Petra Arteaga           | Speech Services | 2/29/2024 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/14/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/16/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Raymond Monteiro        | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Madrigal           | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Madrigal           | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Madrigal           | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Madrigal           | Speech Services | 2/16/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Madrigal           | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Madrigal           | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Torres             | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Torres             | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Torres             | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Torres             | Speech Services | 2/16/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Torres             | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Sean Torres (n/s)       | Speech Services | 2/26/24   | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Selena Nebres           | Speech Services | 2/7/24    | 0.75 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Selena Nebres           | Speech Services | 2/14/24   | 0.75 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Selena Nebres           | Speech Services | 2/21/24   | 0.75 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Emily Chupek | 3268 | CapCo | Selena Nebres           | Speech Services | 2/28/24   | 0.75 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Adam Block              | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Adam Block              | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Adam Block              | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Adam Block              | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Aenghus Decker-Knealing | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Aenghus Decker-Knealing | Speech Services | 2/16/24   | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |

|              |      |       |                                |                 |         |      |     |     |          |  |  |        |
|--------------|------|-------|--------------------------------|-----------------|---------|------|-----|-----|----------|--|--|--------|
| Erika Panayi | 3268 | CapCo | Aenghus Decker-Knealing        | Speech Services | 2/23/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Akilah Lucas                   | Speech Services | 2/7/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Akilah Lucas                   | Speech Services | 2/14/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Akilah Lucas                   | Speech Services | 2/21/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Akilah Lucas (comp time)       | Speech Services | 2/9/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Akilah Lucas (comp time)       | Speech Services | 2/16/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Akilah Lucas (n/s)             | Speech Services | 2/28/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Alexander Mendoza              | Speech Services | 2/7/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Alexander Mendoza              | Speech Services | 2/14/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Alexander Mendoza              | Speech Services | 2/21/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blial Ahmad                    | Speech Services | 2/5/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blial Ahmad                    | Speech Services | 2/12/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blial Ahmad                    | Speech Services | 2/26/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blake Phavorachit              | Speech Services | 2/6/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blake Phavorachit              | Speech Services | 2/13/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blake Phavorachit              | Speech Services | 2/21/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Blake Phavorachit              | Speech Services | 2/27/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Brodie Ashley Lackey           | Speech Services | 2/5/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 2/9/24  | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 2/16/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 2/23/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 2/26/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Dajanique Harding              | Speech Services | 2/5/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Dajanique Harding              | Speech Services | 2/26/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Dajanique Harding (n/s)        | Speech Services | 2/12/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Douglas Shannon                | Speech Services | 2/5/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Douglas Shannon (n/s)          | Speech Services | 2/26/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Elijah Avakian                 | Speech Services | 2/6/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Elijah Avakian                 | Speech Services | 2/8/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Elijah Avakian                 | Speech Services | 2/15/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Elijah Avakian                 | Speech Services | 2/22/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Elijah Avakian                 | Speech Services | 2/27/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Elijah Avakian                 | Speech Services | 2/29/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Giovanni Jimenez-Ramirez       | Speech Services | 2/8/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Giovanni Jimenez-Ramirez       | Speech Services | 2/15/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Giovanni Jimenez-Ramirez       | Speech Services | 2/29/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Giovanni Jimenez-Ramirez (n/s) | Speech Services | 2/22/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/8/24  | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/9/24  | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/15/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/16/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/22/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/23/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/29/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Ivory Mirsky (n/s)             | Speech Services | 2/12/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Jay Bedassie Jr                | Speech Services | 2/16/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Jay Bedassie Jr                | Speech Services | 2/23/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Jay Bedassie Jr                | Speech Services | 2/26/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Jay Bedassie Jr (n/s)          | Speech Services | 2/9/24  | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Jay Bedassie Jr (n/s)          | Speech Services | 2/14/24 | 0.50 | 0.5 | 110 | \$55.00  |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/5/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/7/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/12/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/14/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/21/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/26/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Joshua Jimenez                 | Speech Services | 2/28/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalel Larios                   | Speech Services | 2/9/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalel Larios                   | Speech Services | 2/15/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalel Larios                   | Speech Services | 2/22/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalel Larios                   | Speech Services | 2/29/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalvin Marcellus Tan           | Speech Services | 2/6/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalvin Marcellus Tan           | Speech Services | 2/20/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Kalvin Marcellus Tan           | Speech Services | 2/27/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Liam Edora                     | Speech Services | 2/6/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Liam Edora                     | Speech Services | 2/13/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Liam Edora                     | Speech Services | 2/20/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Liam Edora                     | Speech Services | 2/27/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Mason Diaz                     | Speech Services | 2/6/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Mason Diaz                     | Speech Services | 2/7/24  | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Mason Diaz                     | Speech Services | 2/13/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |
| Erika Panayi | 3268 | CapCo | Mason Diaz                     | Speech Services | 2/15/24 | 0.50 | 1   | 110 | \$110.00 |  |  | \$0.00 |

|                      |      |       |                              |                     |         |      |     |     |            |       |  |         |
|----------------------|------|-------|------------------------------|---------------------|---------|------|-----|-----|------------|-------|--|---------|
| Erika Panayi         | 3268 | CapCo | Mason Diaz                   | Speech Services     | 2/20/24 | 0.50 | 1   | 110 | \$110.00   |       |  |         |
| Erika Panayi         | 3268 | CapCo | Mason Diaz                   | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Erika Panayi         | 3268 | CapCo | Mason Diaz                   | Speech Services     | 2/27/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Erika Panayi         | 3268 | CapCo | Mason Diaz                   | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Erika Panayi         | 3268 | CapCo | Miguel Antonio Ylagan        | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Erika Panayi         | 3268 | CapCo | Miguel Antonio Ylagan        | Speech Services     | 2/13/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Erika Panayi         | 3268 | CapCo | Miguel Antonio Ylagan        | Speech Services     | 2/23/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Erika Panayi         | 3268 | CapCo | Miguel Antonio Ylagan        | Speech Services     | 2/28/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Iyana White                  | Ed Psych Assessment | 2/23/24 | n/a  | n/a | n/a | \$1,950.00 | 68.00 |  | \$45.56 |
| Evelin Farias-Mirels | 3268 | CapCo | Iyana White                  | IEP Meeting         | 2/29/24 | 1.50 | 1.5 | 100 | \$150.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Julian Parra-Villanueva      | IEP Meeting         | 2/22/24 | 1.00 | 1   | 100 | \$100.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Timothy Vidal                | IEP Meeting         | 2/12/24 | 1.50 | 1.5 | 100 | \$150.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abbott Jacobson              | Speech Services     | 2/20/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abbott Jacobson (n/s)        | Speech Services     | 2/5/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abbott Jacobson (n/s)        | Speech Services     | 2/26/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abel Sainz                   | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abel Sainz                   | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abel Sainz                   | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abraham Landero              | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abraham Landero              | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Abraham Landero              | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Alexander Gomes              | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Alexander Gomes              | Speech Services     | 2/26/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Alexander Gomes              | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Alexander Gomes (n/s)        | Speech Services     | 2/8/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez              | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez              | Speech Services     | 2/13/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez              | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez (n/s)        | Speech Services     | 2/16/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez (n/s)        | Speech Services     | 2/20/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez (n/s)        | Speech Services     | 2/27/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Angel Hernandez (n/s)        | Speech Services     | 2/29/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Anthony Ramirez              | Speech Services     | 2/9/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Anthony Ramirez              | Speech Services     | 2/16/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Anthony Ramirez              | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Anthony Ramirez              | Speech Services     | 2/26/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Anthony Ramirez (n/s)        | Speech Services     | 2/7/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya                    | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya                    | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya                    | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya                    | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya                    | Speech Services     | 2/22/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya                    | Speech Services     | 2/28/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya (n/s)              | Speech Services     | 2/29/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Ari Amaya (n/s)              | Speech Services     | 2/8/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Auron Descartes              | Speech Services     | 2/7/24  | 0.25 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Auron Descartes              | Speech Services     | 2/14/24 | 0.25 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Aurora Gallegos              | Speech Services     | 2/7/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Aurora Gallegos              | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Aurora Gallegos              | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Aurora Gallegos              | Speech Services     | 2/28/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Belan Martinez               | Speech Services     | 2/9/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Christopher Baltes           | Speech Services     | 2/14/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Christopher Baltes           | Speech Services     | 2/21/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Christopher Baltes           | Speech Services     | 2/28/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Christopher Baltes (n/s)     | Speech Services     | 2/7/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Dayana Ramos                 | Speech Services     | 2/6/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Dayana Ramos                 | Speech Services     | 2/13/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Dayana Ramos                 | Speech Services     | 2/20/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Dayana Ramos                 | Speech Services     | 2/27/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley               | Speech Services     | 2/6/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley               | Speech Services     | 2/13/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley               | Speech Services     | 2/16/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley               | Speech Services     | 2/20/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley (n/s)         | Speech Services     | 2/8/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley (n/s)         | Speech Services     | 2/22/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley (n/s)         | Speech Services     | 2/29/24 | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Donald Hartley (n/s)         | Speech Services     | 2/12/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Eduardo Garduno Aviles       | Speech Services     | 2/26/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Eduardo Garduno Aviles       | Speech Services     | 2/5/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Eduardo Garduno Aviles (n/s) | Speech Services     | 2/9/24  | 0.50 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Eduardo Garduno Aviles (n/s) | Speech Services     | 2/27/24 | 1.00 | 0.5 | 110 | \$55.00    |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Eric Hernandez (n/s)         | Speech Services     | 2/8/24  | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |
| Evelin Farias-Mirels | 3268 | CapCo | Eric Ledesma                 | Speech Services     | 2/13/24 | 0.50 | 1   | 110 | \$110.00   |       |  | \$0.00  |

|             |      |       |                               |                 |           |      |     |     |          |        |
|-------------|------|-------|-------------------------------|-----------------|-----------|------|-----|-----|----------|--------|
| Evette Rios | 3268 | CapCo | Eric Ledesma                  | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Eric Ledesma                  | Speech Services | 2/23/2024 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Eric Ledesma                  | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Eric Ledesma                  | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Eric Ledesma (n/s)            | Speech Services | 2/6/24    | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Eric Ledesma (n/s)            | Speech Services | 2/22/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Gavin Ernisse                 | Speech Services | 2/14/24   | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Gavin Ernisse                 | Speech Services | 2/21/24   | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Gavin Ernisse                 | Speech Services | 2/23/24   | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Gavin Ernisse                 | Speech Services | 2/28/24   | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Gavin Ernisse (n/s)           | Speech Services | 2/7/24    | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Jason Butts                   | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jason Butts                   | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jason Butts                   | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jayden Baylor                 | Speech Services | 2/8/24    | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jesus Lezama                  | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jesus Lezama                  | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jesus Lezama (n/s)            | Speech Services | 2/22/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Jordan Murry                  | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jordan Murry                  | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Jordan Murry (n/s)            | Speech Services | 2/7/24    | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Jordan Murry (n/s)            | Speech Services | 2/14/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Kayelynn Santos (n/s)         | Speech Services | 2/6/24    | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Kayelynn Santos (n/s)         | Speech Services | 2/13/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Kayelynn Santos (n/s)         | Speech Services | 2/20/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Kayelynn Santos (n/s)         | Speech Services | 2/28/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Kian Arami                    | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Kian Arami                    | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Kian Arami                    | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Kian Arami (n/s)              | Speech Services | 2/20/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Lloyd Spearman                | Speech Services | 2/5/24    | 0.25 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Lloyd Spearman                | Speech Services | 2/12/24   | 0.25 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Lloyd Spearman                | Speech Services | 2/26/24   | 0.25 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Lloyd Spearman                | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Logan Messner                 | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Logan Messner                 | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Logan Messner                 | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Logan Messner                 | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Logan Messner                 | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Logan Messner                 | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Maximus Lopez                 | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Maximus Lopez (n/s)           | Speech Services | 2/5/24    | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Maximus Lopez (n/s)           | Speech Services | 2/12/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Michael Bayona                | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Michael Bayona                | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Michael Bayona (n/s)          | Speech Services | 2/29/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Mila Rhines (n/s)             | Speech Services | 2/5/24    | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Mila Rhines (n/s)             | Speech Services | 2/12/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Mila Rhines (n/s)             | Speech Services | 2/14/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Mila Rhines (n/s)             | Speech Services | 2/21/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Mila Rhines (n/s)             | Speech Services | 2/26/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Mila Rhines (n/s)             | Speech Services | 2/28/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Morgan Haas                   | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Morgan Haas                   | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Morgan Haas (n/s)             | Speech Services | 2/14/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Morgan Haas (n/s)             | Speech Services | 2/21/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Raven Descartes               | Speech Services | 2/7/24    | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Raven Descartes               | Speech Services | 2/14/24   | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Samantha Morales Lomeli       | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Samantha Morales Lomeli       | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Samantha Morales Lomeli       | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Samantha Morales Lomeli (n/s) | Speech Services | 2/20/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Sara Adauta Kamber            | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Sara Adauta Kamber            | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Sara Adauta Kamber            | Speech Services | 2/14/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Sara Adauta Kamber            | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Sara Adauta Kamber            | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Sara Adauta Kamber (n/s)      | Speech Services | 2/20/24   | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios | 3268 | CapCo | Shyvera Plants                | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Shyvera Plants                | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3268 | CapCo | Tessa Walker                  | Speech Services | 2/21/24   | 1.00 | 1   | 110 | \$110.00 | \$0.00 |

|              |      |       |                                 |                                  |           |       |      |     |            |        |          |
|--------------|------|-------|---------------------------------|----------------------------------|-----------|-------|------|-----|------------|--------|----------|
| Evette Rios  | 3268 | CapCo | Tessa Walker                    | Speech Services                  | 2/28/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tessa Walker (n/s)              | Speech Services                  | 2/7/24    | 1.00  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tessa Walker (n/s)              | Speech Services                  | 2/12/24   | 1.00  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Thiago De Jesus Gutierrez (n/s) | Speech Services                  | 2/12/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Thiago De Jesus Gutierrez (n/s) | Speech Services                  | 2/26/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tiarra Neri-Booker              | Speech Services                  | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tiarra Neri-Booker              | Speech Services                  | 2/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tiarra Neri-Booker (n/s)        | Speech Services                  | 2/6/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tiarra Neri-Booker (n/s)        | Speech Services                  | 2/13/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Trevar Andrews (n/s)            | Speech Services                  | 2/9/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Trevar Andrews (n/s)            | Speech Services                  | 2/16/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Trevar Andrews (n/s)            | Speech Services                  | 2/23/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Parker                    | Speech Services                  | 2/7/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Parker                    | Speech Services                  | 2/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Parker                    | Speech Services                  | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Paulino (n/s)             | Speech Services                  | 2/7/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Paulino (n/s)             | Speech Services                  | 2/14/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Paulino (n/s)             | Speech Services                  | 2/21/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Tyler Paulino (n/s)             | Speech Services                  | 2/28/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Weston Stevens                  | Speech Services                  | 2/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Weston Stevens                  | Speech Services                  | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Weston Stevens                  | Speech Services                  | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios  | 3268 | CapCo | Weston Stevens                  | Speech Services                  | 2/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Gary Ferrer  | 3268 | CapCo | Anthony Jaquez                  | Ed Psych Assessment              | 1/31/24   | n/a   | n/a  | n/a | \$1,950.00 |        | \$0.00   |
| Gary Ferrer  | 3268 | CapCo | Bianca Powell                   | Ed Psych Assessment              | 1/27/24   | n/a   | n/a  | n/a | \$1,950.00 | 108.00 | \$72.36  |
| Gary Ferrer  | 3268 | CapCo | Jonathan Ramirez                | IEP Meeting                      | 2/28/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Gary Ferrer  | 3268 | CapCo | Jonathan Ramirez                | Ed Psych Assessment              | 2/12/24   | n/a   | n/a  | n/a | \$1,950.00 | 210.00 | \$140.70 |
| Gary Ferrer  | 3268 | CapCo | Jonathan Ramirez (n/s)          | Ed Psych Assessment              | 2/3/24    | n/a   | n/a  | n/a | \$90.00    | 200.00 | \$134.00 |
| Heather Dodi | 3268 | CapCo | Ivan Gabriel Erese              | IEP Meeting                      | 2/12/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Ivan Gabriel Erese              | O & M Services                   | 2/27/24   | 1.00  | 5    | 110 | \$770.00   | 113.00 | \$75.71  |
| Heather Dodi | 3268 | CapCo | Sean Amoroso                    | O & M Services                   | 2/24/24   | 1.00  | 7    | 110 | \$825.00   | 154.00 | \$103.18 |
| Heather Dodi | 3268 | CapCo | Sean Amoroso (mlu for January)  | O & M Services                   | 2/10/24   | 1.00  | 7.5  | 110 | \$825.00   | 154.00 | \$103.18 |
| Heather Dodi | 3268 | CapCo | Alden Thompson                  | Nurse Assessments-Travel/Mileage | 1/13/2024 | 1.85  | 1.85 | 110 | \$203.50   | 82.00  | \$54.94  |
| Heather Dodi | 3268 | CapCo | Aldin Thompson                  | Nursing Assessments-Flat         | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Arielle Oceano                  | Nursing Assessments-Flat         | 2/3/24    | 1.20  | 1.2  | 110 | \$132.00   | 61.50  | \$41.21  |
| Heather Dodi | 3268 | CapCo | Arielle Oceano                  | Nursing Assessments-Flat         | 2/3/2024  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Austin Comito                   | Nursing Assessments-Flat         | 1/27/24   | 1.50  | 1.5  | 110 | \$165.00   | 63.00  | \$42.21  |
| Heather Dodi | 3268 | CapCo | Austin Comito                   | Nursing Assessments-Flat         | 1/27/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Ivana White                     | Nursing Assessments-Flat         | 2/3/24    | 1.75  | 1.75 | 110 | \$192.50   | 76.00  | \$50.92  |
| Heather Dodi | 3268 | CapCo | Ivana White                     | Nursing Assessments-Flat         | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Jadyn Suarez-Sellers            | Nursing Assessments-Flat         | 2/24/24   | 1.30  | 1.3  | 110 | \$143.00   | 60.00  | \$40.20  |
| Heather Dodi | 3268 | CapCo | Jadyn Suarez-Sellers            | Nursing Assessments-Flat         | 2/24/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Kevin Arami                     | IEP Meeting                      | 2/29/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Elijah Lester                   | Speech Services                  | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Elijah Lester                   | Speech Services                  | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Elijah Lester (n/s)             | Speech Services                  | 2/7/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Elijah Lester (n/s)             | Speech Services                  | 2/28/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Ivana White                     | IEP Meeting                      | 2/29/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Ivana White                     | Speech Assessment                | 2/27/24   | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Jordan Murry (n/s)              | Speech Services                  | 2/6/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Kristina Martynov (n/s)         | Speech Services                  | 2/21/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Lellani Sylvester-Carr (n/s)    | Speech Services                  | 2/5/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Lellani Sylvester-Carr (n/s)    | Speech Services                  | 2/26/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Maya Faison                     | Speech Services                  | 2/26/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Maya Faison (n/s)               | Speech Services                  | 2/5/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Vanessa Sotelo                  | Speech Services                  | 2/9/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Vanessa Sotelo                  | Speech Services                  | 2/16/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Winston O'Hagan                 | Speech Services                  | 2/23/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Winston O'Hagan (n/s)           | IEP Meeting                      | 2/12/24   | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Winston O'Hagan (n/s)           | Speech Services                  | 2/9/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Winston O'Hagan (n/s)           | Speech Services                  | 2/16/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Adam Block                      | IEP Meeting                      | 2/6/24    | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Kyle McCullough                 | Ed Psych Assessment              | 2/12/24   | n/a   | n/a  | n/a | \$1,950.00 |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Munemitsu Matsuyama             | APE Services                     | 2/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Munemitsu Matsuyama             | APE Services                     | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Munemitsu Matsuyama             | APE Services                     | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Munemitsu Matsuyama             | APE Services                     | 2/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Sarkis Badalian                 | APE Services                     | 2/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Sarkis Badalian                 | APE Services                     | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Heather Dodi | 3268 | CapCo | Sarkis Badalian                 | APE Services                     | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |

|                    |      |       |                                 |                         |         |       |      |     |            |      |  |        |
|--------------------|------|-------|---------------------------------|-------------------------|---------|-------|------|-----|------------|------|--|--------|
| Kanoa Elizondo     | 3268 | CapCo | Sarkis Badalian                 | IEP Meeting             | 2/15/24 | 1.00  | 1    | 100 | \$100.00   |      |  | \$0.00 |
| Karl Smith         | 3268 | CapCo | James Rawls                     | Nursing Assessment Flat | 2/7/24  | n/a   | n/a  | n/a | \$500.00   |      |  | \$0.00 |
| Karina Lampitt     | 3268 | CapCo | Andrew Hall                     | Ed Psych Assessment     | 1/20/24 | n/a   | n/a  | n/a | \$1,950.00 | 7.20 |  | \$4.82 |
| Karina Lampitt     | 3268 | CapCo | Isai Morales Lomeli             | Ed Psych Assessment     | 2/19/24 | n/a   | n/a  | n/a | \$1,950.00 | 6.80 |  | \$4.56 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/5/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/12/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/20/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/26/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | APE Services            | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Athena Lindsay                  | IEP Meeting             | 2/20/24 | 1.25  | 1.25 | 100 | \$125.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Elijah Romero                   | APE Services            | 2/9/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Elijah Romero                   | APE Services            | 2/23/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Eloy Mora                       | APE Services            | 2/6/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Eloy Mora                       | APE Services            | 2/15/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Eloy Mora                       | APE Services            | 2/20/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Eloy Mora                       | APE Services            | 2/27/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/5/24  | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/6/24  | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/7/24  | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/8/24  | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/9/24  | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/12/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/13/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/14/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/15/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/20/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/21/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/22/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/23/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/26/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/27/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/28/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Evan Kowaltschuk                | APE Services            | 2/29/24 | 0.66  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Kaycee Valenzuela               | APE Services            | 2/8/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Kaycee Valenzuela               | APE Services            | 2/15/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Kaycee Valenzuela               | APE Services            | 2/20/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Kaycee Valenzuela               | APE Services            | 2/29/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Marston Judkins                 | APE Services            | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Marston Judkins                 | APE Services            | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Marston Judkins                 | APE Services            | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Marston Judkins                 | APE Services            | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Mason Diaz                      | APE Services            | 2/12/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Mason Diaz                      | APE Services            | 2/26/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Uriel Reynada Gonzalez          | APE Assessment          | 2/5/24  | 10.50 | 10.5 | 110 | \$1,155.00 |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Yaretzi Sigala                  | APE Services            | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Yaretzi Sigala                  | APE Services            | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Yaretzi Sigala                  | APE Services            | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kasey Galik        | 3268 | CapCo | Yaretzi Sigala                  | APE Services            | 2/27/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Alexander Macias                | 515                     | 2/26/24 | 0.50  | 1    | 95  | \$95.00    |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Alexander Macias (n/s)          | 515                     | 2/15/24 | 0.50  | 0.5  | 95  | \$47.50    |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Alexander Macias (n/s)          | 515                     | 2/15/24 | 0.50  | 0.5  | 95  | \$47.50    |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Jake Heffernan (n/s)            | 510                     | 2/26/24 | 0.50  | 0.5  | 100 | \$50.00    |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Joshua Blackburn                | IEP Meeting             | 2/29/24 | 1.00  | 1    | 100 | \$100.00   |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | JuanJose Mendez Garcia (n/s)    | 510                     | 2/26/24 | 0.50  | 0.5  | 100 | \$50.00    |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Sam Ramirez                     | 510                     | 2/26/24 | 0.50  | 1    | 100 | \$100.00   |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Scarlett (Sam) Ramirez Kozlenko | IEP Meeting             | 2/26/24 | 1.25  | 1.25 | 100 | \$125.00   |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Trevor Johnston                 | 510                     | 2/26/24 | 0.50  | 1    | 100 | \$100.00   |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Trevor Johnston                 | 515                     | 2/26/24 | 0.50  | 1    | 95  | \$95.00    |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Trevor Johnston                 | IEP Meeting             | 2/29/24 | 1.00  | 1    | 100 | \$100.00   |      |  | \$0.00 |
| Kate Clark         | 3268 | CapCo | Weston Vasquez                  | 515                     | 2/26/24 | 0.83  | 1    | 95  | \$95.00    |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Carlos Bautista Quiroz (n/s)    | Speech Services         | 2/5/24  | 0.50  | 0.5  | 110 | \$55.00    |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Carlos Bautista Quiroz (n/s)    | Speech Services         | 2/12/24 | 0.50  | 0.5  | 110 | \$55.00    |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Henry Hesselman                 | Speech Services         | 2/6/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Henry Hesselman                 | Speech Services         | 2/13/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Teri Lynn Jackson               | Speech Services         | 2/6/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Teri Lynn Jackson               | Speech Services         | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Teri Lynn Jackson               | Speech Services         | 2/13/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Teri Lynn Jackson               | Speech Services         | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |      |  | \$0.00 |
| Kate Hollingsworth | 3268 | CapCo | Kaden Haist                     | IEP Meeting             | 2/1/24  | 1.00  | 1    | 100 | \$100.00   |      |  | \$0.00 |



|                  |      |       |                         |                     |          |      |      |     |            |        |         |
|------------------|------|-------|-------------------------|---------------------|----------|------|------|-----|------------|--------|---------|
| Kelly Dunn       | 3268 | CapCo | Matthew Gomez           | AAC Consultation    | 2/2/24   | 0.50 | 1    | 120 | \$120.00   |        | \$0.00  |
| Kelly Dunn       | 3268 | CapCo | Neil Murphy             | AT Services         | 2/26/24  | 0.50 | 1    | 120 | \$120.00   |        | \$0.00  |
| Kelly Dunn       | 3268 | CapCo | Niko Gentle             | AT Consult Services | 2/7/24   | 0.25 | 1    | 120 | \$120.00   |        | \$0.00  |
| Kelly Hannum     | 3268 | CapCo | Andrew Dwyer            | Ed Psych Assessment | 2/21/24  | n/a  | n/a  | n/a | \$1,950.00 | 38.00  | \$25.46 |
| Kelly Hannum     | 3268 | CapCo | Arielle Ocano           | Ed Psych Assessment | 2/11/24  | n/a  | n/a  | n/a | \$1,950.00 |        | \$0.00  |
| Kelly Hannum     | 3268 | CapCo | Elma Youngus            | Ed Psych Assessment | 2/7/24   | n/a  | n/a  | n/a | \$1,950.00 | 56.00  | \$38.86 |
| Kelly Hannum     | 3268 | CapCo | Nikal Young             | Ed Psych Assessment | 2/12/24  | n/a  | n/a  | n/a | \$1,950.00 | 42.00  | \$28.14 |
| Kelly Hannum     | 3268 | CapCo | Zya Taylor              | Ed Psych Assessment | 1/24/24  | n/a  | n/a  | n/a | \$1,950.00 |        | \$0.00  |
| Kelly Paolisso   | 3268 | CapCo | Athena Abbenzi          | Ed Psych Assessment | 2/3/24   | n/a  | n/a  | n/a | \$1,950.00 | 64.00  | \$42.88 |
| Kelly Paolisso   | 3268 | CapCo | Jaila Halburton         | IEP Meeting         | 12/14/23 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Kelly Paolisso   | 3268 | CapCo | Thea Bella Asuncion     | IEP Meeting         | 1/18/24  | 1.50 | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Khalilah Condon  | 3268 | CapCo | Andrew Konshak          | FBA Assessment      | 2/14/24  | n/a  | n/a  | n/a | \$1,950.00 | 88.00  | \$58.96 |
| Khalilah Condon  | 3268 | CapCo | Angelina Romero         | FBA Assessment      | 2/9/24   | n/a  | n/a  | n/a | \$1,950.00 | 72.00  | \$48.24 |
| Khalilah Condon  | 3268 | CapCo | Angelina Romero         | IEP Meeting         | 18/24    | 1.50 | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Khalilah Condon  | 3268 | CapCo | Angelina Romero         | Staffing            | 1/5/24   | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Khalilah Condon  | 3268 | CapCo | Bentley Rivas           | FBA Assessment      | 2/4/24   | n/a  | n/a  | n/a | \$1,950.00 | 112.00 | \$75.04 |
| Khalilah Condon  | 3268 | CapCo | Bentley Rivas           | IEP Meeting         | 1/30/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Khalilah Condon  | 3268 | CapCo | Bentley Rivas           | IEP Meeting         | 2/15/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Khalilah Condon  | 3268 | CapCo | Elijah Wicker           | FBA Assessment      | 1/5/24   | n/a  | n/a  | n/a | \$1,950.00 | 102.00 | \$68.34 |
| Khalilah Condon  | 3268 | CapCo | Elijah Wicker           | IEP Meeting         | 1/12/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Khalilah Condon  | 3268 | CapCo | Elijah Wicker           | Staffing            | 1/10/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Kimberly Valente | 3268 | CapCo | Romeo Jackiewicz        | IEP Meeting         | 2/6/24   | 1.25 | 1.25 | 100 | \$125.00   |        | \$0.00  |
| Lana Scott       | 3268 | CapCo | Chike Ezeobiesi         | IEP Meeting         | 2/27/24  | 1.50 | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Lauren Linhoff   | 3268 | CapCo | Penelope Maestro        | IEP Meeting         | 2/28/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Lauren Linhoff   | 3268 | CapCo | Sean Amoroso            | APE Services        | 2/14/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Lauren White     | 3268 | CapCo | Sean Amoroso            | IEP Meeting         | 2/28/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Jayden Gerona           | IEP Meeting         | 2/14/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Angel Hernandez         | OT Services         | 2/15/24  | 0.33 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Angel Hernandez         | OT Services         | 2/22/24  | 0.33 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Angel Hernandez (n/s)   | OT Services         | 2/8/24   | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Angel Hernandez (n/s)   | OT Services         | 2/29/24  | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Auron Descartes (n/s)   | OT Services         | 2/8/24   | 1.00 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Brysun Palmer (n/s)     | OT Services         | 2/5/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Brysun Palmer (n/s)     | OT Services         | 2/12/24  | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Brysun Palmer (n/s)     | OT Services         | 2/26/24  | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Chesnee Pederson        | OT Services         | 2/13/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Chesnee Pederson        | OT Services         | 2/15/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Chesnee Pederson        | OT Services         | 2/22/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Chesnee Pederson        | OT Services         | 2/29/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Chesnee Pederson (n/s)  | OT Services         | 2/8/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Christopher Baltes      | OT Services         | 2/5/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Christopher Baltes      | OT Services         | 2/26/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Elijah Avakian          | OT Services         | 2/15/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Eloy Mora (n/s)         | OT Services         | 2/12/24  | 1.00 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Eloy Mora (n/s)         | OT Services         | 2/26/24  | 1.00 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Gilberto Polanco        | OT Services         | 2/5/24   | 1.00 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Gilberto Polanco        | OT Services         | 2/12/24  | 1.00 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Gilberto Polanco (n/s)  | OT Services         | 2/26/24  | 1.00 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Hailey Vasquez          | OT Services         | 2/20/24  | 1.00 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Harlem Allen            | OT Services         | 2/6/24   | 0.42 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Harlem Allen            | OT Services         | 2/20/24  | 0.42 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Harlem Allen            | OT Services         | 2/27/24  | 0.42 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Harlem Allen (n/s)      | OT Services         | 2/13/24  | 0.42 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Heidi Romero            | OT Services         | 2/14/24  | 0.33 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Heidi Romero (n/s)      | OT Services         | 2/28/24  | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Jayden Gaines (n/s)     | OT Services         | 2/28/24  | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Jayden Lures            | OT Services         | 2/6/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Jayden Lures            | OT Services         | 2/13/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Jayden Lures            | OT Services         | 2/27/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Jayden Lures (n/s)      | OT Services         | 2/20/24  | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Joel Martinez           | OT Services         | 2/26/24  | 0.33 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Joel Martinez (n/s)     | OT Services         | 2/8/24   | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Joel Martinez (n/s)     | OT Services         | 2/15/24  | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Joel Martinez (n/s)     | OT Services         | 2/22/24  | 0.33 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Kaycee Valenzuela       | OT Services         | 2/26/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Mavontay Hamilton       | OT Services         | 2/9/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Mavontay Hamilton       | OT Services         | 2/14/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Mavontay Hamilton       | OT Services         | 2/16/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Mavontay Hamilton       | OT Services         | 2/21/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Mavontay Hamilton       | OT Services         | 2/23/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Mavontay Hamilton (n/s) | OT Services         | 2/28/24  | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer     | 3268 | CapCo | Maximus Lopez           | OT Services         | 2/8/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |

|                 |      |       |                        |                   |         |       |      |     |            |        |
|-----------------|------|-------|------------------------|-------------------|---------|-------|------|-----|------------|--------|
| Liza Zagayer    | 3268 | CapCo | Maximus Lopez          | OT Services       | 2/15/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Maximus Lopez          | OT Services       | 2/22/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Maximus Lopez (n/s)    | OT Services       | 2/29/24 | 0.50  | 0.5  | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Munemitsu Matsuyama    | OT Services       | 2/6/24  | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Munemitsu Matsuyama    | OT Services       | 2/13/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Munemitsu Matsuyama    | OT Services       | 2/20/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Munemitsu Matsuyama    | OT Services       | 2/27/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Onyx-Ray Murrell       | OT Services       | 2/8/24  | 0.33  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Onyx-Ray Murrell       | OT Services       | 2/15/24 | 0.33  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Onyx-Ray Murrell       | OT Services       | 2/29/24 | 0.33  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Onyx-Ray Murrell (n/s) | OT Services       | 2/22/24 | 0.33  | 0.5  | 110 | \$55.00    | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Roman Amenisee         | OT Services       | 2/9/24  | 1.00  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Roman Amenisee (n/s)   | OT Services       | 2/16/24 | 1.00  | 0.5  | 110 | \$55.00    | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Roman Amenisee (n/s)   | OT Services       | 2/23/24 | 1.00  | 0.5  | 110 | \$55.00    | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Rudy Torres            | OT Services       | 2/5/24  | 0.25  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Rudy Torres            | OT Services       | 2/12/24 | 0.25  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Rudy Torres (n/s)      | OT Services       | 2/26/24 | 0.25  | 0.5  | 110 | \$55.00    | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Tyler Parker           | OT Services       | 2/22/24 | 1.00  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Yaretzi Sigala         | OT Services       | 2/6/24  | 0.33  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Yaretzi Sigala         | OT Services       | 2/20/24 | 0.33  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Yaretzi Sigala         | OT Services       | 2/27/24 | 0.33  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Yaretzi Sigala (n/s)   | OT Services       | 2/13/24 | 0.33  | 0.5  | 110 | \$55.00    | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Zya Taylor             | OT Services       | 2/22/24 | 0.25  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Zya Taylor             | OT Services       | 2/29/24 | 0.25  | 1    | 110 | \$110.00   | \$0.00 |
| Liza Zagayer    | 3268 | CapCo | Zya Taylor (n/s)       | OT Services       | 2/8/24  | 0.25  | 0.5  | 110 | \$55.00    | \$0.00 |
| Lynn Defino     | 3268 | CapCo | Gilberto Polanco       | 515               | 2/5/24  | 0.50  | 1    | 95  | \$95.00    | \$0.00 |
| Lynn Defino     | 3268 | CapCo | Gilberto Polanco       | 515               | 2/12/24 | 0.50  | 1    | 95  | \$95.00    | \$0.00 |
| Lynn Defino     | 3268 | CapCo | Gilberto Polanco       | 515               | 2/26/24 | 0.50  | 1    | 95  | \$95.00    | \$0.00 |
| Lynn Defino     | 3268 | CapCo | Gilberto Polanco       | IEP Meeting       | 2/16/24 | 1.50  | 1.5  | 100 | \$150.00   | \$0.00 |
| Lynn Defino     | 3268 | CapCo | Michael Bayona         | 510               | 2/12/24 | 0.50  | 1    | 100 | \$100.00   | \$0.00 |
| Lynn Defino     | 3268 | CapCo | Michael Bayona         | 510               | 2/26/24 | 0.50  | 1    | 100 | \$100.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Anthony Gomez (n/s)    | Speech Services   | 2/6/24  | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Anthony Gomez (n/s)    | Speech Services   | 2/13/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Anthony Gomez (n/s)    | Speech Services   | 2/20/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Anthony Gomez (n/s)    | Speech Services   | 2/27/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Aphaea Drymon          | Speech Services   | 2/20/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Aphaea Drymon (n/s)    | Speech Services   | 2/6/24  | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Aphaea Drymon (n/s)    | Speech Services   | 2/13/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Aphaea Drymon (n/s)    | Speech Services   | 2/27/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/6/24  | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/8/24  | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/13/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/15/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/20/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/22/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/27/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Services   | 2/29/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Brysun Palmer (n/s)    | Speech Assessment | 2/26/24 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/7/24  | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/8/24  | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/14/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/15/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/21/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/22/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/26/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/28/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Elma Younus            | Speech Services   | 2/29/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Eloy Mora              | Speech Services   | 2/7/24  | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Eloy Mora              | Speech Services   | 2/21/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Eloy Mora              | Speech Services   | 2/28/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Eloy Mora (n/s)        | Speech Services   | 2/14/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Harlem Allen           | Speech Services   | 2/8/24  | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Harlem Allen           | Speech Services   | 2/15/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Harlem Allen           | Speech Services   | 2/22/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Harlem Allen           | Speech Services   | 2/23/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Harlem Allen           | Speech Services   | 2/29/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Jordan Murry           | IEP Meeting       | 2/16/24 | 1.00  | 1    | 100 | \$100.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Jose Magana            | Speech Services   | 2/15/24 | 0.50  | 1    | 110 | \$110.00   | \$0.00 |
| laebelene Vital | 3268 | CapCo | Jose Magana (n/s)      | Speech Services   | 2/8/24  | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Jose Magana            | Speech Services   | 2/22/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Jose Magana (n/s)      | Speech Services   | 2/26/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |
| laebelene Vital | 3268 | CapCo | Jose Magana (n/s)      | Speech Services   | 2/29/24 | 0.50  | 0.5  | 110 | \$55.00    | \$0.00 |

|                           |      |       |                               |                                  |           |       |      |     |            |        |         |
|---------------------------|------|-------|-------------------------------|----------------------------------|-----------|-------|------|-----|------------|--------|---------|
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva       | IEP Meeting                      | 2/22/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva       | Speech Assessment                | 2/5/24    | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva       | Speech Services                  | 2/7/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva       | Speech Services                  | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva       | Speech Services                  | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva       | Speech Services                  | 2/28/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services                  | 2/6/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services                  | 2/13/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services                  | 2/14/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services                  | 2/29/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/8/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/15/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/26/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Niko Gentle                   | Speech Services                  | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Tony Escobar                  | IEP Meeting                      | 2/22/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Zoey Hidalgo                  | Speech Services                  | 2/8/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Zoey Hidalgo                  | Speech Services                  | 2/15/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Zoey Hidalgo                  | Speech Services                  | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Maebelene Vital           | 3268 | CapCo | Zoey Hidalgo (n/s)            | Speech Services                  | 2/22/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Maite Saavedra            | 3268 | CapCo | Carley Hernandez              | Ed Psych Assessment              | 2/2/24    | n/a   | n/a  | n/a | \$1,950.00 | 48.00  | \$32.16 |
| Maite Saavedra            | 3268 | CapCo | Elijah Edwards                | Ed Psych Assessment              | 2/22/24   | n/a   | n/a  | n/a | \$1,950.00 | 46.00  | \$30.82 |
| Maite Saavedra            | 3268 | CapCo | Elijah Edwards                | IEP Meeting                      | 2/27/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Maite Saavedra            | 3268 | CapCo | Ethan Wilson                  | Ed Psych Assessment              | 2/28/24   | n/a   | n/a  | n/a | \$1,950.00 | 3.00   | \$2.01  |
| Maite Saavedra            | 3268 | CapCo | Natylee Zavala                | IEP Meeting                      | 2/12/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Maite Saavedra            | 3268 | CapCo | Robert Ortega                 | Ed Psych Assessment              | 2/15/24   | n/a   | n/a  | n/a | \$1,950.00 | 24.00  | \$16.08 |
| Maite Saavedra            | 3268 | CapCo | Robert Ortega                 | IEP Meeting                      | 2/23/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| lary Kay Dodd             | 3268 | CapCo | Angel Martinez-Velasco        | Nurse Assessments-Travel/Mileage | 2/18/24   | 2.00  | 2    | 110 | \$220.00   | 76.00  | \$50.92 |
| lary Kay Dodd             | 3268 | CapCo | Angel Martinez-Velasco        | Nursing Assessment Flat          | 2/18/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| lary Kay Dodd             | 3268 | CapCo | Touch Bevins                  | Nurse Assessments-Travel/Mileage | 2/4/24    | 2.00  | 2    | 110 | \$220.00   | 72.00  | \$48.24 |
| lary Kay Dodd             | 3268 | CapCo | Touch Bevins                  | Nursing Assessment Flat          | 2/4/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| laurisha (Misha) Bertulfo | 3268 | CapCo | Bryce Bartlett                | Ed Psych Assessment              | 2/27/2024 | n/a   | n/a  | n/a | \$1,950.00 | 144.00 | \$96.48 |
| laurisha (Misha) Bertulfo | 3268 | CapCo | Gionncarbo Mendoza Damazo     | Ed Psych Assessment              | 2/6/24    | n/a   | n/a  | n/a | \$1,950.00 | 40.00  | \$26.80 |
| laurisha (Misha) Bertulfo | 3268 | CapCo | Gionncarbo Mendoza Damazo     | IEP Meeting                      | 2/7/24    | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| laurisha (Misha) Bertulfo | 3268 | CapCo | Gionncarbo Mendoza Damazo     | IEP Meeting                      | 2/27/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| laurisha (Misha) Bertulfo | 3268 | CapCo | Migbert Mendoza Damazo II     | Ed Psych Assessment              | 2/11/24   | n/a   | n/a  | n/a | \$1,950.00 | 40.00  | \$26.80 |
| laurisha (Misha) Bertulfo | 3268 | CapCo | Migbert Mendoza Damazo II     | IEP Meeting                      | 2/13/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| lelanie Segrave           | 3268 | CapCo | Adrian Christensen            | 510                              | 2/21/24   | 0.50  | 3.25 | 100 | \$325.00   | 54.00  | \$36.18 |
| lelanie Segrave           | 3268 | CapCo | Adrian Christensen            | 510                              | 2/28/24   | 0.50  | 3.5  | 100 | \$350.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3268 | CapCo | Adrian Christensen            | 535 Student                      | 2/20/24   | 1.00  | 3    | 110 | \$330.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3268 | CapCo | Adrian Christensen            | 535 Student                      | 2/27/24   | 1.00  | 3.6  | 110 | \$396.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3268 | CapCo | Adrian Christensen            | IEP Meeting                      | 2/29/2024 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Melanie Segrave           | 3268 | CapCo | Adrian Christensen (n/s)      | IEP Meeting                      | 2/20/24   | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/5/24    | 1.25  | 3.25 | 110 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/6/24    | 1.25  | 3    | 110 | \$330.00   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/9/24    | 1.25  | 3.25 | 110 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/12/24   | 1.25  | 3    | 110 | \$330.00   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/15/24   | 1.25  | 3.25 | 110 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/16/24   | 1.25  | 3.25 | 110 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/20/24   | 1.25  | 3    | 110 | \$330.00   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/23/24   | 1.25  | 3.25 | 110 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | 535 Student                      | 2/26/24   | 1.25  | 3    | 110 | \$330.00   | 76.00  | \$50.92 |
| Melanie Segrave           | 3268 | CapCo | Ciaran Lennon                 | IEP Meeting                      | 2/12/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Dejay Aquino                  | Speech Services                  | 2/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Dejay Aquino                  | Speech Services                  | 2/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Dejay Aquino (n/s)            | Speech Services                  | 2/5/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Dejay Aquino (n/s)            | Speech Services                  | 2/12/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Dejay Aquino (n/s)            | Speech Services                  | 2/13/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Dejay Aquino (n/s)            | Speech Services                  | 2/26/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/2/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/8/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/9/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/12/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/23/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jabez Arevalo                 | Speech Services                  | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3268 | CapCo | Jasmine Rios                  | Speech Services                  | 2/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |

|                        |      |       |                         |                  |           |      |      |     |          |       |         |
|------------------------|------|-------|-------------------------|------------------|-----------|------|------|-----|----------|-------|---------|
| Mercedes Alin          | 3268 | CapCo | Jasmine Rios (n/s)      | Speech Services  | 2/28/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Jeniah Diaz             | Speech Services  | 2/8/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Jeniah Diaz             | Speech Services  | 2/15/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Jeniah Diaz             | Speech Services  | 2/22/2024 | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Jeniah Diaz             | Speech Services  | 2/29/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Joel Martinez           | Speech Services  | 2/9/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Joel Martinez           | Speech Services  | 2/23/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mercedes Alin          | 3268 | CapCo | Joel Martinez (n/s)     | Speech Services  | 2/14/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Adonis Tibbs-McCrae     | 510              | 2/6/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Adonis Tibbs-McCrae     | 510              | 2/13/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Adonis Tibbs-McCrae     | 510              | 2/20/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Adonis Tibbs-McCrae     | 510              | 2/26/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Angelina Romero         | 510              | 2/13/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Angelina Romero         | 510              | 2/27/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Audrey West             | 510              | 2/8/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Audrey West             | 510              | 2/15/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Audrey West             | 510              | 2/22/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Audrey West             | 510              | 2/29/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Bentley Rivas           | 535              | 2/29/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Douglas Shannon         | 510              | 2/28/24   | 0.38 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Douglas Shannon         | IEP Meeting      | 2/28/24   | 1.50 | 1.5  | 100 | \$150.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 510              | 2/8/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 510              | 2/15/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 510              | 2/22/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 510              | 2/29/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 510              | 2/6/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 520              | 2/8/24    | 0.50 | 1    | 120 | \$120.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Elliot Lopez Clarke     | 520              | 2/22/24   | 0.50 | 1    | 120 | \$120.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Isaac Aguilar Jimenez   | IEP Meeting      | 2/29/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Jacob Ortiz (No Show)   | 510              | 2/8/24    | 0.75 | 0.5  | 100 | \$50.00  |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Jacob Ortiz (No Show)   | 510              | 2/15/24   | 0.75 | 0.5  | 100 | \$50.00  |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Jacob Ortiz (No Show)   | 510              | 2/22/24   | 0.75 | 0.5  | 100 | \$50.00  |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Jacob Ortiz (No Show)   | 510              | 2/29/24   | 0.75 | 0.5  | 100 | \$50.00  |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Kennedy Wallace         | 510              | 2/6/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Kennedy Wallace         | 510              | 2/13/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Kennedy Wallace         | 510              | 2/20/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Kennedy Wallace         | 510              | 2/26/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Kloe Noonan             | IEP Meeting      | 2/21/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Patricia Gonzales (n/s) | IEP Meeting      | 2/7/24    | 1.00 | 0.5  | 100 | \$50.00  |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 510              | 2/7/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 510              | 2/14/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 510              | 2/20/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 510              | 2/27/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 520              | 2/7/2024  | 0.50 | 1    | 120 | \$120.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 520              | 2/14/24   | 0.50 | 1    | 120 | \$120.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 520              | 2/20/24   | 0.50 | 1    | 120 | \$120.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Phebe Luzzo             | 520              | 2/27/24   | 0.50 | 1    | 120 | \$120.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Samuel Reichardt        | 510              | 2/6/24    | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Samuel Reichardt        | 510              | 2/20/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Samuel Reichardt        | 510              | 2/26/24   | 0.50 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Samuel Reichardt        | IEP Meeting      | 2/5/24    | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Samuel Reichardt        | IEP Meeting      | 2/16/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Samuel Reichardt        | IEP Meeting      | 2/21/24   | 1.25 | 1.25 | 100 | \$125.00 |       | \$0.00  |
| Mia Frimtzis           | 3268 | CapCo | Shaunt Kumar            | IEP Meeting      | 2/12/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Jaidan-Kalei Badua      | IEP Meeting      | 2/21/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Kalvin Marcellus Tan    | 425 APE Services | 2/8/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Kalvin Marcellus Tan    | 425 APE Services | 2/15/2024 | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Kalvin Marcellus Tan    | 425 APE Services | 2/29/2024 | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Liam Edora              | 425 APE Services | 2/7/24    | 0.33 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Liam Edora              | 425 APE Services | 2/14/24   | 0.33 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Liam Edora              | 425 APE Services | 2/21/24   | 0.33 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Liam Edora              | 425 APE Services | 2/28/24   | 0.33 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Robert Gray             | 425 APE Services | 2/9/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Michael Saunders       | 3268 | CapCo | Robert Gray             | 425 APE Services | 2/23/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Mikayla Bell (Schramm) | 3268 | CapCo | Joshua Blackburn        | IEP Meeting      | 2/29/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Mikayla Bell (Schramm) | 3268 | CapCo | June O'Neal             | IEP Meeting      | 2/22/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Myesha Sharpe          | 3268 | CapCo | Mason Diaz              | OT Services      | 2/14/24   | 1.00 | 3    | 110 | \$330.00 | 66.00 | \$44.22 |
| Myesha Sharpe          | 3268 | CapCo | Anthony Hantunian       | IEP Meeting      | 2/9/24    | 1.50 | 1.5  | 100 | \$150.00 |       | \$0.00  |
| Myesha Sharpe          | 3268 | CapCo | Christian Vega          | OT Services      | 2/12/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Myesha Sharpe          | 3268 | CapCo | Christian Vega (n/s)    | OT Services      | 2/5/24    | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Myesha Sharpe          | 3268 | CapCo | Liam Spearman           | OT Services      | 2/29/24   | 0.75 | 1    | 110 | \$110.00 |       | \$0.00  |
| Myesha Sharpe          | 3268 | CapCo | Matthew Gonzalez        | OT Services      | 2/5/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Myesha Sharpe          | 3268 | CapCo | Matthew Gonzalez        | OT Services      | 2/26/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |

|                  |      |       |                                    |                                  |           |      |      |     |          |       |         |
|------------------|------|-------|------------------------------------|----------------------------------|-----------|------|------|-----|----------|-------|---------|
| Mysha Sharpe     | 3268 | CapCo | Matthew Gonzalez (n/s)             | OT Services                      | 2/12/24   | 0.50 | 0.5  | 110 | \$55.00  | 78.00 | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Alejandro Lopez                    | Nurse Assessments-Travel/Mileage | 2/29/24   | 2.60 | 2.6  | 110 | \$286.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Alejandro Lopez                    | Nursing Assessment Flat          | 2/29/24   | n/a  | n/a  | 110 | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Elijah Edwards                     | ECp                              | 2/3/24    | 3.00 | 3    | 110 | \$330.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Elijah Edwards                     | Nurse Assessments-Travel/Mileage | 2/3/24    | 0.41 | 0.41 | 110 | \$45.10  | 9.40  | \$6.30  |
| Nadia Rojas      | 3268 | CapCo | Elijah Edwards                     | Nursing Assessment Flat          | 2/3/24    | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Ethan Wilson                       | ECp                              | 2/28/24   | 1.50 | 1.5  | 110 | \$165.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Ethan Wilson                       | Nurse Assessments-Travel/Mileage | 2/28/24   | 2.11 | 2.11 | 110 | \$232.10 | 78.00 | \$52.26 |
| Nadia Rojas      | 3268 | CapCo | Ethan Wilson                       | Nursing Assessment Flat          | 2/28/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Holly Johns                        | Nursing Assessment Flat          | 2/14/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Jirayla Fierro                     | ECp                              | 2/24/24   | 1.50 | 1.5  | 110 | \$165.00 | 14.00 | \$9.38  |
| Nadia Rojas      | 3268 | CapCo | Jirayla Fierro                     | Nurse Assessments-Travel/Mileage | 2/24/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Jonathan Ramirez                   | Nurse Assessments-Travel/Mileage | 2/24/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Jonathan Ramirez                   | Nursing Assessment Flat          | 2/7/24    | 2.83 | 2.83 | 110 | \$311.30 | 97.00 | \$64.99 |
| Nadia Rojas      | 3268 | CapCo | Kevin Arami                        | Nurse Assessments-Travel/Mileage | 2/7/24    | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Kevin Arami                        | Nursing Assessment Flat          | 2/24/24   | 1.43 | 1.43 | 110 | \$157.30 | 55.00 | \$36.85 |
| Nadia Rojas      | 3268 | CapCo | Kyle McCullough                    | Nursing Assessment Flat          | 2/24/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Kyle McCullough                    | Nurse Assessments-Travel/Mileage | 2/26/24   | 0.73 | 0.73 | 110 | \$80.30  | 23.00 | \$15.41 |
| Nadia Rojas      | 3268 | CapCo | Roman Del Valle                    | Nursing Assessment Flat          | 2/27/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Roman Del Valle                    | Nurse Assessments-Travel/Mileage | 2/27/24   | 1.70 | 1.7  | 110 | \$187.00 | 58.00 | \$38.86 |
| Nadia Rojas      | 3268 | CapCo | Ryver Kuzma                        | Nursing Assessment Flat          | 2/27/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Ryver Kuzma                        | Nurse Assessments-Travel/Mileage | 2/27/24   | 1.76 | 1.76 | 110 | \$193.60 | 70.00 | \$46.90 |
| Nadia Rojas      | 3268 | CapCo | Stephen Gailin                     | Nursing Assessment Flat          | 2/22/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Stephen Gailin                     | ECp                              | 2/24/24   | 1.50 | 1.5  | 110 | \$165.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Stephen Gailin                     | Nurse Assessments-Travel/Mileage | 2/24/24   | 1.01 | 1.01 | 110 | \$111.10 | 60.00 | \$40.20 |
| Nadia Rojas      | 3268 | CapCo | Stephen Gailin                     | Nursing Assessment Flat          | 2/24/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Vincent Ibarias                    | Nurse Assessments-Travel/Mileage | 2/16/24   | 0.33 | 0.33 | 110 | \$36.30  | 9.60  | \$6.43  |
| Nadia Rojas      | 3268 | CapCo | Vincent Ibarias                    | Nursing Assessment Flat          | 2/16/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Nadia Rojas      | 3268 | CapCo | Zipporah Smith                     | Nurse Assessments-Travel/Mileage | 2/16/24   | 1.70 | 1.7  | 110 | \$187.00 | 76.00 | \$50.92 |
| Nadia Rojas      | 3268 | CapCo | Zipporah Smith                     | Nursing Assessment Flat          | 2/16/24   | n/a  | n/a  | n/a | \$500.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Alden Ilaoa                        | APE Services                     | 1/30/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Alden Ilaoa                        | APE Services                     | 2/6/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Alden Ilaoa                        | APE Services                     | 2/13/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Alden Ilaoa                        | APE Services                     | 2/20/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Alden Ilaoa                        | APE Services                     | 2/27/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Eddie Camacho (n/s)                | APE Services                     | 1/30/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Eddie Camacho (n/s)                | APE Services                     | 2/6/24    | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Eddie Camacho (n/s)                | APE Services                     | 2/13/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Izzy Arellano                      | APE Services                     | 2/27/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Izzy Arellano (n/s)                | APE Services                     | 2/20/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Jayvon Acosta (n/s)                | APE Services                     | 1/30/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Jayvon Acosta (n/s)                | APE Services                     | 2/6/24    | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Jayvon Acosta (n/s)                | APE Services                     | 2/13/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Michael Kanninen                   | IEP Meeting                      | 2/20/24   | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Sage Jacobs                        | APE Services                     | 2/20/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Sage Jacobs                        | APE Services                     | 2/27/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Sage Jacobs                        | IEP Meeting                      | 2/28/2024 | 1.00 | 1    | 100 | \$100.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Sage Jacobs (n/s)                  | APE Services                     | 2/22/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Syre Tart                          | 535                              | 2/20/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Syre Tart (n/s)                    | 535                              | 2/22/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Naomi McCulley   | 3268 | CapCo | Syre Tart (n/s)                    | 535                              | 2/29/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Patricia Slaback | 3268 | CapCo | Jenavee Munoz                      | OT Services                      | 2/27/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria            | Speech Services                  | 1/3/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria            | Speech Services                  | 1/24/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria            | Speech Services                  | 1/31/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria            | Speech Services                  | 2/7/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria            | Speech Services                  | 2/14/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria (m/u 1/17) | Speech Services                  | 1/24/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Angel Vargas Santamaria (n/s)      | Speech Services                  | 1/10/24   | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Belen Martinez                     | Speech Services                  | 1/10/24   | 1.00 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Gabriel Aguirre                    | Speech Services                  | 1/10/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Gabriel Aguirre                    | Speech Services                  | 1/24/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Gabriel Aguirre                    | Speech Services                  | 1/31/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Gabriel Aguirre                    | Speech Services                  | 2/14/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Gabriel Aguirre (m/u 1/17)         | Speech Services                  | 1/24/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Gabriel Aguirre (n/s)              | Speech Services                  | 2/7/24    | 0.50 | 0.5  | 110 | \$55.00  |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Katelynn Cardona                   | Speech Services                  | 12/14/23  | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Katelynn Cardona                   | Speech Services                  | 1/3/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Katelynn Cardona                   | Speech Services                  | 1/10/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Katelynn Cardona                   | Speech Services                  | 1/24/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Katelynn Cardona                   | Speech Services                  | 1/31/24   | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |
| Penny Lopez      | 3268 | CapCo | Katelynn Cardona                   | Speech Services                  | 2/7/24    | 0.50 | 1    | 110 | \$110.00 |       | \$0.00  |

|                   |      |       |                                |                                  |         |      |      |     |            |        |         |
|-------------------|------|-------|--------------------------------|----------------------------------|---------|------|------|-----|------------|--------|---------|
| Penny Lopez       | 3268 | CapCo | Katelynn Cardona               | Speech Services                  | 2/14/24 | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Penny Lopez       | 3268 | CapCo | Wolfgang Seimbeck (n/s)        | Speech Services                  | 1/10/24 | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Penny Lopez       | 3268 | CapCo | Wolfgang Seimbeck (n/s)        | Speech Services                  | 1/24/24 | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Penny Lopez       | 3268 | CapCo | Wolfgang Seimbeck (n/s)        | Speech Services                  | 2/7/24  | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Roxanna Ware      | 3268 | CapCo | Douglas Shannon                | Ed Psych Assessment              | 2/17/24 | n/a  | n/a  | n/a | \$1,950.00 | 30.00  | \$20.10 |
| Roxanna Ware      | 3268 | CapCo | Eliana Bravo                   | ERHMS Assessment                 | 2/14/24 | n/a  | n/a  | n/a | \$1,950.00 | 24.00  | \$16.08 |
| Ryan Groff        | 3268 | CapCo | Eliana Bravo                   | IEP Meeting                      | 1/16/24 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Ryan Groff        | 3268 | CapCo | Jake Heffernan                 | IEP Meeting                      | 2/6/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Ryan Groff        | 3268 | CapCo | Joseph Russi                   | IEP Meeting                      | 2/23/24 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Ryan Groff        | 3268 | CapCo | Samaria Sova                   | IEP Meeting                      | 2/26/24 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Hailey Vasquez                 | 510                              | 2/8/24  | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Isabel Marquez Navarrete       | 510                              | 2/12/24 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Isabel Marquez Navarrete (n/s) | 510                              | 2/26/24 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Isabel Marquez Navarrete       | 510                              | 2/5/24  | 1.00 | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Jenavee Munoz                  | 515 Couns & Guide                | 2/13/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Kian Arami                     | 515 Couns & Guide                | 2/6/24  | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Kian Arami                     | 515 Couns & Guide                | 2/13/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Kian Arami                     | 515 Couns & Guide                | 2/27/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Kian Arami                     | 515 Couns & Guide                | 2/20/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Kloe Noonan                    | 515 Couns & Guide                | 2/20/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Leah Morales                   | 510                              | 2/8/24  | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Leah Morales                   | 510                              | 2/15/24 | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Leah Morales                   | 510                              | 2/22/24 | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Leah Morales                   | 510                              | 2/29/24 | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Margaret Navarro               | 515 Couns & Guide                | 2/6/24  | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Margaret Navarro               | 515 Couns & Guide                | 2/13/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Margaret Navarro               | 515 Couns & Guide                | 2/20/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Margaret Navarro               | 515 Couns & Guide                | 2/27/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Minah Pullom                   | IEP Meeting                      | 2/8/24  | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Minah Pullom (n/s)             | 510                              | 2/6/24  | 0.50 | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Nevaeah Sohn                   | 510                              | 2/6/24  | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Nevaeah Sohn                   | 510                              | 2/13/24 | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Nevaeah Sohn                   | 510                              | 2/20/24 | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Nevaeah Sohn                   | 510                              | 2/27/24 | 0.50 | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Zion Smith                     | 515 Couns & Guide                | 2/6/24  | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Zion Smith                     | 515 Couns & Guide                | 2/13/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Zion Smith                     | 515 Couns & Guide                | 2/20/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Zion Smith                     | 515 Couns & Guide                | 2/27/24 | 0.50 | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Anthony Jaquez                 | IEP                              | 2/1/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Byanca Powell                  | IEP                              | 2/1/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Isaiah Garcia                  | IEP                              | 2/4/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Joel Godfrey                   | Nurse Assessments-Travel/Mileage | 2/4/24  | 2.00 | 2    | 110 | \$220.00   | 98.80  | \$66.20 |
| Sarah Sabaghzadeh | 3268 | CapCo | Joel Godfrey                   | Nursing Assessment Flat          | 2/4/24  | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Kalia Spicer                   | IEP                              | 2/4/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Otto Knight                    | IEP                              | 2/4/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Rudy Torres                    | Speech Services                  | 2/6/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Rudy Torres                    | Speech Services                  | 2/9/24  | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Rudy Torres                    | Speech Services                  | 2/26/24 | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Aaron Scott                    | IEP                              | 2/3/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Aaron Scott                    | Nurse Assessments-Travel/Mileage | 2/3/24  | 1.00 | 1    | 110 | \$110.00   | 52.10  | \$34.91 |
| Sarah Sabaghzadeh | 3268 | CapCo | Aaron Scott                    | Nursing Assessment Flat          | 2/3/24  | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Akner Guerrero                 | Nurse Assessments-Travel/Mileage | 2/24/24 | 0.35 | 0.35 | 110 | \$38.50    | 4.70   | \$3.15  |
| Sarah Sabaghzadeh | 3268 | CapCo | Akner Guerrero                 | Nursing Assessment Flat          | 2/24/24 | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Elma Younus                    | Nurse Assessments-Travel/Mileage | 2/17/24 | 1.77 | 1.77 | 110 | \$194.70   | 87.50  | \$58.63 |
| Sarah Sabaghzadeh | 3268 | CapCo | Elma Younus                    | Nursing Assessment Flat          | 2/17/24 | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Jorel Arocha                   | IEP                              | 2/8/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Jorel Arocha                   | Nurse Assessments-Travel/Mileage | 2/8/24  | 1.22 | 1.22 | 110 | \$134.20   | 57.00  | \$38.19 |
| Sarah Sabaghzadeh | 3268 | CapCo | Jorel Arocha                   | Nursing Assessment Flat          | 2/8/24  | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Joseph Russi                   | Nurse Assessments-Travel/Mileage | 1/30/24 | 1.90 | 1.9  | 110 | \$209.00   | 80.50  | \$53.94 |
| Sarah Sabaghzadeh | 3268 | CapCo | Joseph Russi                   | Nursing Assessment Flat          | 1/30/24 | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Julian Ramos                   | IEP                              | 2/3/24  | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Julian Ramos                   | Nurse Assessments-Travel/Mileage | 2/3/24  | 0.35 | 0.35 | 110 | \$38.50    | 17.80  | \$11.93 |
| Sarah Sabaghzadeh | 3268 | CapCo | Julian Ramos                   | Nursing Assessment Flat          | 2/3/24  | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Justin Perez                   | Nurse Assessments-Travel/Mileage | 2/24/24 | 1.67 | 1.67 | 110 | \$183.70   | 56.70  | \$37.99 |
| Sarah Sabaghzadeh | 3268 | CapCo | Justin Perez                   | Nursing Assessment Flat          | 2/24/24 | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Shayan Shabattian              | IEP                              | 2/24/24 | 1.50 | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Shayan Shabattian              | Nurse Assessments-Travel/Mileage | 2/24/24 | 1.03 | 1.03 | 110 | \$113.30   | 54.10  | \$36.25 |
| Sarah Sabaghzadeh | 3268 | CapCo | Shayan Shabattian              | Nursing Assessment Flat          | 2/24/24 | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Xavier Bonner                  | IEP                              | 2/18/24 | 3.00 | 3    | 110 | \$330.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Xavier Bonner                  | Nurse Assessments-Travel/Mileage | 2/18/24 | 2.03 | 2.03 | 110 | \$223.30   | 108.00 | \$72.36 |
| Sarah Sabaghzadeh | 3268 | CapCo | Xavier Bonner                  | Nursing Assessment Flat          | 2/18/24 | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3268 | CapCo | Jabez Arevalo                  | IEP Meeting                      | 2/14/24 | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |

|               |      |       |                               |                                  |           |      |     |     |          |        |          |          |
|---------------|------|-------|-------------------------------|----------------------------------|-----------|------|-----|-----|----------|--------|----------|----------|
| Syndt Shefer  | 3268 | CapCo | Shaunt Kumar                  | Speech Services                  | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |        | \$110.00 | \$0.00   |
| Syndt Shefer  | 3268 | CapCo | Shaunt Kumar (n/s)            | IEP Meeting                      | 2/12/24   | 1.00 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| Syndt Shefer  | 3268 | CapCo | Shaunt Kumar (n/s)            | Speech Services                  | 2/12/24   | 0.50 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| Syndt Shefer  | 3268 | CapCo | Shaunt Kumar (n/s)            | Speech Services                  | 2/14/24   | 0.50 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| Teresa Nicole | 3268 | CapCo | Ivory Misky                   | Nurse Assessments-Travel/Mileage | 2/12/24   | 2.50 | 2.5 | 110 | \$275.00 | 143.00 | \$275.00 | \$95.81  |
| Teresa Nicole | 3268 | CapCo | Ivory Misky                   | Nursing Assessment Flat          | 2/12/24   | n/a  | n/a | n/a | \$500.00 |        | \$500.00 | \$0.00   |
| Teresa Nicole | 3268 | CapCo | Samaria Sova                  | Nurse Assessments-Travel/Mileage | 2/3/24    | 4.00 | 4   | 110 | \$440.00 | 197.00 | \$440.00 | \$131.99 |
| Teresa Nicole | 3268 | CapCo | Samaria Sova                  | Nursing Assessment Flat          | 2/3/24    | n/a  | n/a | n/a | \$500.00 |        | \$500.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Adina Bukshpun (n/s)          | 515                              | 2/5/24    | 0.75 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Adina Bukshpun (n/s)          | 515                              | 2/12/24   | 0.75 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Adina Bukshpun (n/s)          | 515                              | 2/16/24   | 0.75 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Adina Bukshpun (n/s)          | 515                              | 2/23/24   | 0.75 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios                   | 510                              | 2/6/24    | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios                   | 510                              | 2/21/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios                   | 510                              | 2/28/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios                   | 515                              | 2/6/24    | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios                   | 515                              | 2/23/24   | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios (n/s)             | 515                              | 2/16/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Alexis Rios (n/s)             | 520                              | 2/29/24   | 0.50 | 0.5 | 120 | \$60.00  |        | \$60.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Angel Vargas Santamaria       | 515                              | 2/7/24    | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Angel Vargas Santamaria       | 515                              | 2/14/24   | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Angel Vargas Santamaria       | IEP Meeting                      | 2/20/24   | 1.00 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Angel Vargas Santamaria (n/s) | 515                              | 2/21/2024 | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Angel Vargas Santamaria (n/s) | 515                              | 2/28/2024 | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Brianna Padilla (n/s)         | 510                              | 2/20/24   | 0.50 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Ciaran Lennon                 | 510                              | 2/8/24    | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Ciaran Lennon                 | 510                              | 2/15/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Ciaran Lennon                 | 510                              | 2/22/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Ciaran Lennon                 | IEP Meeting                      | 2/12/24   | 1.00 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Ciaran Lennon (n/s)           | 510                              | 2/29/24   | 0.50 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Cynthia Navarro               | 515                              | 2/28/24   | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos               | 535 Behavior Student             | 2/5/24    | 1.00 | 1   | 110 | \$110.00 |        | \$110.00 | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Parent              | 2/23/24   | 0.50 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Parent              | 2/29/24   | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Parent              | 2/5/24    | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Student             | 2/9/24    | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Student             | 2/12/24   | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Student             | 2/15/24   | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Student             | 2/20/24   | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Student             | 2/23/24   | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Halley Banuelos (n/s)         | 535 Behavior Student             | 2/26/24   | 1.00 | 0.5 | 110 | \$55.00  |        | \$55.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Jadden McDonald               | 510                              | 2/6/24    | 0.67 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Jadden McDonald (n/s)         | 510                              | 2/8/24    | 0.67 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Jadden McDonald (n/s)         | 510                              | 2/13/24   | 0.67 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | 510                              | 2/15/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | 510                              | 2/21/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | 510                              | 2/22/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | 510                              | 2/25/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | 515 Couns & Guide                | 2/7/24    | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | 515 Couns & Guide                | 2/9/24    | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures                  | IEP Meeting                      | 2/29/24   | 1.00 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures (m/u)            | 510                              | 2/28/24   | 0.50 | 1   | 100 | \$100.00 |        | \$100.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures (n/s)            | 515 Couns & Guide                | 2/9/24    | 0.50 | 1   | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jayden Lures (n/s)            | 515 Couns & Guide                | 2/29/24   | 0.50 | 0.5 | 95  | \$95.00  |        | \$95.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jesus Lezama (n/s)            | 515 Couns & Guide                | 2/7/24    | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jesus Lezama (n/s)            | 515 Couns & Guide                | 2/8/24    | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jesus Lezama (n/s)            | 515 Couns & Guide                | 2/14/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jesus Lezama (n/s)            | 515 Couns & Guide                | 2/21/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jesus Lezama (n/s)            | 515 Couns & Guide                | 2/28/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Jesus Lezama (n/s)            | 515 Couns & Guide                | 2/28/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Joel Oliver Mejia             | IEP Meeting                      | 2/26/24   | 1.50 | 1.5 | 100 | \$150.00 |        | \$150.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kayelynn Santos (n/s)         | 515 Couns & Guide                | 2/8/24    | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kayelynn Santos (n/s)         | 515 Couns & Guide                | 2/15/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kayelynn Santos (n/s)         | 515 Couns & Guide                | 2/21/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kayelynn Santos (n/s)         | 515 Couns & Guide                | 2/29/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kayeliana Sanchez (n/s)       | 515                              | 2/15/24   | 0.50 | 0.5 | 95  | \$47.50  |        | \$47.50  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kian Arami (n/s)              | 510                              | 2/8/24    | 0.50 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Kian Arami (n/s)              | 510                              | 2/15/24   | 0.50 | 0.5 | 100 | \$50.00  |        | \$50.00  | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Morgan Haas                   | 535 Behavior Student             | 2/5/24    | 1.00 | 1   | 110 | \$110.00 |        | \$110.00 | \$0.00   |
| Terrie Schoch | 3268 | CapCo | Morgan Haas                   | 535 Behavior Student             | 2/7/24    | 1.00 | 1   | 110 | \$110.00 |        | \$110.00 | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Morgan Haas                   | 535 Behavior Student             | 2/12/24   | 1.00 | 1   | 110 | \$110.00 |        | \$110.00 | \$0.00   |
| ernie Schoch  | 3268 | CapCo | Morgan Haas                   | 535 Behavior Student             | 2/23/24   | 1.00 | 1   | 110 | \$110.00 |        | \$110.00 | \$0.00   |



|                   |      |       |                           |                      |         |       |      |     |            |        |  |          |
|-------------------|------|-------|---------------------------|----------------------|---------|-------|------|-----|------------|--------|--|----------|
| Terrie Schoch     | 3268 | CapCo | Morgan Haas               | IEP Meeting          | 2/14/24 | 1.50  | 1.5  | 100 | \$150.00   |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Morgan Haas (n/s)         | 535 Behavior Student | 2/9/24  | 1.00  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Morgan Haas (n/s)         | 535 Behavior Student | 2/14/24 | 1.00  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Morgan Haas (n/s)         | 535 Behavior Student | 2/15/24 | 1.00  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Morgan Haas (n/s)         | 535 Behavior Student | 2/26/24 | 1.00  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang                | IEP Meeting          | 2/15/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 510                  | 2/5/24  | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 510                  | 2/8/24  | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 510                  | 2/20/24 | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 510                  | 2/22/24 | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 510                  | 2/26/24 | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 510                  | 2/27/24 | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 530                  | 2/8/24  | 0.33  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 530                  | 2/12/24 | 0.33  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Se Do Kang (n/s)          | 530                  | 2/13/24 | 0.33  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Trever Andrews            | 510                  | 2/8/24  | 0.50  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Trever Andrews            | 510                  | 2/20/24 | 0.50  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Trever Andrews            | 510                  | 2/27/24 | 0.50  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Terrie Schoch     | 3268 | CapCo | Trever Andrews (n/s)      | 510                  | 2/15/24 | 0.50  | 0.5  | 100 | \$50.00    |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Alani Sargent             | IEP Meeting          | 2/12/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Alejandro Lopez           | Ed Psych Assessment  | 2/24/24 | n/a   | n/a  | n/a | \$1,950.00 | 121.00 |  | \$81.07  |
| Vahe Amirian      | 3268 | CapCo | Armonie Stewart           | IEP Meeting          | 2/28/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Da'Shaun Andrewin         | IEP Meeting          | 2/7/24  | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Damian Cortes             | Ed Psych Assessment  | 2/1/24  | n/a   | n/a  | n/a | \$1,950.00 | 172.00 |  | \$115.24 |
| Vahe Amirian      | 3268 | CapCo | Damian Cortes             | IEP Meeting          | 2/20/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Eric Gunn                 | IEP Meeting          | 2/14/24 | 1.50  | 1.5  | 100 | \$150.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Gilberto Polanco          | Ed Psych Assessment  | 1/28/24 | n/a   | n/a  | n/a | \$1,950.00 | 111.00 |  | \$74.37  |
| Vahe Amirian      | 3268 | CapCo | Jazmin Alvarez            | Ed Psych Assessment  | 2/10/24 | n/a   | n/a  | n/a | \$1,950.00 | 57.00  |  | \$38.19  |
| Vahe Amirian      | 3268 | CapCo | Justin Perez              | Ed Psych Assessment  | 2/25/24 | n/a   | n/a  | n/a | \$1,950.00 | 112.00 |  | \$75.04  |
| Vahe Amirian      | 3268 | CapCo | Kaden Haist               | IEP Meeting          | 2/1/24  | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Konnor Bauer              | IEP Meeting          | 2/12/24 | 1.30  | 1.3  | 100 | \$130.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Krystyle Collier          | IEP Meeting          | 2/8/24  | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Leah Morales              | IEP Meeting          | 2/28/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Mariah Camarena           | Ed Psych Assessment  | 2/17/24 | n/a   | n/a  | n/a | \$1,950.00 | 128.00 |  | \$85.76  |
| Vahe Amirian      | 3268 | CapCo | Michael Terry             | Ed Psych Assessment  | 2/10/24 | n/a   | n/a  | n/a | \$1,950.00 | 77.00  |  | \$51.59  |
| Vahe Amirian      | 3268 | CapCo | NevaeH Sohn               | IEP Meeting          | 2/27/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Robert Luna               | Ed Psych Assessment  | 2/13/24 | n/a   | n/a  | n/a | \$1,950.00 | 76.00  |  | \$50.92  |
| Vahe Amirian      | 3268 | CapCo | Sahara Gonzalez           | IEP Meeting          | 2/21/24 | 1.25  | 1.25 | 100 | \$125.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Sapphyre Lewis            | IEP Meeting          | 2/16/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Tony Escobar              | IEP Meeting          | 2/27/24 | 1.75  | 1.75 | 100 | \$175.00   |        |  | \$0.00   |
| Vahe Amirian      | 3268 | CapCo | Xavier Bonner             | Ed Psych Assessment  | 2/6/24  | n/a   | n/a  | n/a | \$1,950.00 | 98.00  |  | \$65.66  |
| Vanessa Abraham   | 3268 | CapCo | Ani Zuniga                | Speech Assessment    | 2/28/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Ciaran Lennon             | IEP Meeting          | 2/12/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Destiny Saucedo Ratcliffe | IEP Meeting          | 2/12/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Leah Morales              | IEP Meeting          | 2/28/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Liam Spearman             | IEP Meeting          | 2/8/24  | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Morgan Haas               | IEP Meeting          | 2/14/24 | 1.50  | 1.5  | 100 | \$150.00   |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Morgan Haas               | Speech Assessment    | 2/25/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Nathan Mendoza            | IEP Meeting          | 2/16/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Vanessa Abraham   | 3268 | CapCo | Nathan Mendoza            | IEP Meeting (Pre)    | 2/16/24 | 1.00  | 1    | 100 | \$100.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Abraham Marujo (n/s)      | Speech Services      | 2/26/24 | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Aurora McCoy              | Speech Services      | 2/23/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Aurora McCoy              | Speech Services      | 2/26/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Aurora McCoy              | Speech Services      | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Ayden Clark (n/s)         | Speech Services      | 2/7/24  | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Ayden Clark (n/s)         | Speech Services      | 2/14/24 | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Ayden Clark (n/s)         | Speech Services      | 2/21/24 | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Ayden Clark (n/s)         | Speech Services      | 2/28/24 | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Caleb Lamb                | Speech Services      | 2/9/24  | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Caleb Lamb                | Speech Services      | 2/16/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Caleb Lamb                | Speech Services      | 2/23/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn          | Speech Services      | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn          | Speech Services      | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn          | Speech Services      | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn          | Speech Services      | 2/26/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn          | Speech Services      | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn (n/s)    | Speech Services      | 2/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | Joshua Blackburn (n/s)    | Speech Services      | 2/12/24 | 0.50  | 0.5  | 110 | \$55.00    |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | June O'neal               | Speech Services      | 2/7/24  | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | June O'neal               | Speech Services      | 2/14/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |
| Virginia Granados | 3268 | CapCo | June O'neal               | Speech Services      | 2/16/24 | 0.50  | 1    | 110 | \$110.00   |        |  | \$0.00   |

|                   |      |       |                             |                      |                    |      |              |     |            |        |            |
|-------------------|------|-------|-----------------------------|----------------------|--------------------|------|--------------|-----|------------|--------|------------|
| Virginia Granados | 3268 | CapCo | June O'neal                 | Speech Services      | 2/21/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | June O'neal                 | Speech Services      | 2/28/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | June O'neal (n/s)           | Speech Services      | 2/5/24             | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Kristopher Jackson          | Speech Services      | 2/9/24             | 1.00 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Kristopher Jackson          | Speech Services      | 2/16/2024          | 1.00 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Kristopher Jackson          | Speech Services      | 2/23/24            | 1.00 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Latae Spearman (n/s)        | Speech Services      | 2/7/24             | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Latae Spearman (n/s)        | Speech Services      | 2/14/24            | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Latae Spearman (n/s)        | Speech Services      | 2/21/24            | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Latae Spearman (n/s)        | Speech Services      | 2/28/24            | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Maya Melgoza Cruz (n/s)     | Speech Services      | 2/5/24             | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Miracle Winters             | Speech Services      | 2/28/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Skye Sylvester-Burris       | Speech Services      | 2/14/24            | 0.33 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Skye Sylvester-Burris (n/s) | Speech Services      | 2/7/24             | 0.33 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Skye Sylvester-Burris (n/s) | Speech Services      | 2/21/24            | 0.33 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Skye Sylvester-Burris (n/s) | Speech Services      | 2/28/24            | 0.33 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis               | Speech Services      | 2/14/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis               | Speech Services      | 2/21/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis (n/s)         | Speech Services      | 2/5/24             | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis (n/s)         | Speech Services      | 2/7/24             | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis (n/s)         | Speech Services      | 2/12/24            | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis (n/s)         | Speech Services      | 2/26/24            | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Virginia Granados | 3268 | CapCo | Trystin Lewis (n/s)         | Speech Services      | 2/28/24            | 0.50 | 0.5          | 110 | \$55.00    |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 1/16/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 1/19/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 1/22/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 1/24/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 2/5/24             | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 2/7/24             | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 2/12/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 2/21/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 2/26/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Gavin Cuenca                | 535 Behavior Student | 2/28/24            | 0.50 | 1            | 110 | \$110.00   |        | \$0.00     |
| Yvonne Duarte     | 3268 | CapCo | Jackson Vincent             | FBA                  | 2/15/24            | n/a  | n/a          | n/a | \$1,950.00 | 154.00 | \$103.18   |
|                   |      |       |                             | Total for Service:   | Total for Mileage: |      | Total Due:   |     |            |        | \$5,592.02 |
|                   |      |       |                             |                      | \$                 |      | \$304,946.82 |     |            |        | \$5,592.02 |
|                   |      |       |                             | Total                |                    |      | \$299,354.80 |     |            |        | \$5,592.02 |

BILLING INVOICE

|                 |  |
|-----------------|--|
| Invoice #       | 3299   |
| Invoice Date:   | 3/31/24  |
| Name:           | El Paseo Children's Center, Inc.                         |
| Mailing Address | 74075 El Paseo Drive, Suite A2B<br>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        |
| abatin@calca.connectionsacademy.org   |

| Provider             | Invoice # | Region | Student                         | Service Type                | Service Date | Actual Service Time | Billable Service Hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .67 |
|----------------------|-----------|--------|---------------------------------|-----------------------------|--------------|---------------------|------------------------|------------|------------------------|----------------|----------------------|
| Abigail Smaligan     | 3299      | CapCo  | Anthony Harutyunian             | IEP Meeting                 | 3/12/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Abigail Smaligan     | 3299      | CapCo  | Jackson Vincent                 | AAC Assessment              | 3/29/24      | n/a                 | n/a                    | n/a        | \$1,783.00             |                | \$0.00               |
| Abigail Smaligan     | 3299      | CapCo  | Jasmine Battiste                | AAC Assessment              | 3/29/24      | n/a                 | n/a                    | n/a        | \$1,783.00             |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Aenghus Decker-Knealing         | IEP Meeting                 | 3/26/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Aenghus Decker-Knealing         | OT Services                 | 3/5/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Aenghus Decker-Knealing         | OT Services                 | 3/12/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Aenghus Decker-Knealing         | OT Services                 | 3/26/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Anthony Gomez (n/s)             | OT Services                 | 3/6/24       | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Anthony Gomez (n/s)             | OT Services                 | 3/13/24      | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Anthony Gomez (n/s)             | OT Services                 | 3/20/24      | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Anthony Gomez (n/s)             | OT Services                 | 3/27/24      | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Athena Lindsay                  | OT Services                 | 3/13/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Athena Lindsay                  | OT Services                 | 3/20/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Athena Lindsay                  | OT Services                 | 3/27/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Athena Lindsay (n/s)            | OT Services                 | 3/6/24       | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Cynthia Navarro                 | OT Services                 | 3/4/24       | 1.00                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Cynthia Navarro                 | OT Services                 | 3/22/24      | 1.00                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Miguel Antonio Ylagan           | OT Services                 | 3/8/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Miguel Antonio Ylagan           | OT Services                 | 3/15/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Miguel Antonio Ylagan           | OT Services                 | 3/22/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Miguel Antonio Ylagan (n/s)     | OT Services                 | 3/1/24       | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Tony Escobar                    | OT Services                 | 3/14/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Tony Escobar                    | OT Services                 | 3/28/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Tyler Paulino                   | IEP Meeting                 | 3/8/24       | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | hmire McKoy                     | IEP Meeting                 | 3/23/24      | 1.50                | 1.5                    | 100        | \$150.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Rowan Grant                     | Ed Psych Assessment         | 3/28/24      | n/a                 | n/a                    | n/a        | \$1,950.00             |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Scarlett (Sam) Ramirez Kozlenko | Ed Psych Assessment         | 1/18/24      | n/a                 | n/a                    | n/a        | \$1,950.00             | 146.00         | \$97.82              |
| Adrianna Covarrubias | 3299      | CapCo  | hmire McKoy                     | IEP Meeting                 | 3/18/24      | 1.50                | 1.5                    | 100        | \$150.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Scarlett (Sam) Ramirez Kozlenko | OT Services                 | 3/1/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ari Amaya                       | OT Services                 | 3/8/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ari Amaya                       | OT Services                 | 3/22/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ari Amaya                       | OT Services                 | 3/15/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ari Amaya                       | OT Services                 | 3/29/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ari Amaya                       | OT Services                 | 3/8/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Gabriel Aguirre                 | OT Services                 | 3/22/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ray Flores                      | OT Services                 | 3/8/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ray Flores                      | OT Services                 | 3/22/24      | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Savannah Erwin                  | OT Services                 | 3/8/24       | 0.50                | 1                      | 110        | \$110.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Savannah Erwin (n/s)            | OT Services                 | 3/1/24       | 0.50                | 0.5                    | 110        | \$55.00                |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Angel Hernandez                 | IEP Meeting                 | 3/14/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Aurora Gallegos                 | IEP Meeting                 | 3/27/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Logan Messner                   | IEP Meeting                 | 3/20/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Tyler Paulino                   | IEP Meeting                 | 3/8/24       | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Alexander Pulido                | Manifestation Determination | 3/7/24       | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Anapilar Munoz                  | Manifestation Determination | 3/23/24      | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Anthony Harutyunian             | IEP Meeting                 | 3/12/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Issac Layfield                  | IEP Meeting                 | 3/14/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Issac Layfield                  | Manifestation Determination | 3/10/24      | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Jayvon Acosta                   | IEP Meeting                 | 3/15/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Jayvon Acosta                   | Manifestation Determination | 3/10/24      | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Liam Rodriguez                  | IEP Meeting                 | 3/20/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Liam Rodriguez                  | Manifestation Determination | 3/7/24       | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Sabrina Shareef                 | IEP Meeting                 | 3/13/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Sabrina Shareef                 | Manifestation Determination | 3/7/24       | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Trever Andrews                  | IEP Meeting                 | 3/19/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Trever Andrews                  | Manifestation Determination | 3/14/24      | n/a                 | n/a                    | n/a        | \$750.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ronan Handy                     | Speech Assessment           | 3/25/24      | 10.50               | 10.5                   | 110        | \$1,155.00             |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Angel Hernandez                 | IEP Meeting                 | 3/14/24      | 1.00                | 1                      | 100        | \$100.00               |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Ani Zuniga                      | OT Assessment               | 3/19/24      | 10.50               | 10.5                   | 110        | \$1,155.00             |                | \$0.00               |
| Adrianna Covarrubias | 3299      | CapCo  | Clarissa Sierra                 | OT Services                 | 3/21/24      | 0.50                | 1.5                    | 110        | \$165.00               | 5.25           | \$3.52               |
| Adrianna Covarrubias | 3299      | CapCo  | Clarissa Sierra (n/a January)   | OT Services                 | 3/27/24      | 0.50                | 1.5                    | 110        | \$165.00               | 5.25           | \$3.52               |

|                 |      |       |                           |                     |  |           |       |      |     |            |       |         |
|-----------------|------|-------|---------------------------|---------------------|--|-----------|-------|------|-----|------------|-------|---------|
| Alyssa Guerrero | 3299 | CapCo | Clariss Sierra            |                     |  | 3/8/24    | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3299 | CapCo | Cole Ridgley              | IEP Meeting         |  | 3/27/24   | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Alyssa Guerrero | 3299 | CapCo | Dajanique Harding         | IEP Meeting         |  | 3/11/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3299 | CapCo | Elma Younus               | IEP Meeting         |  | 3/19/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3299 | CapCo | Elma Younus               | OT Assessment       |  | 3/13/24   | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Alyssa Guerrero | 3299 | CapCo | Giovanni Jimenez-Ramirez  | IEP Meeting         |  | 3/26/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Alyssa Guerrero | 3299 | CapCo | Onyx-Ray Murrell          | IEP Meeting         |  | 3/29/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Ani Zuniga                | 510                 |  | 3/25/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Ari Amaya                 | 510                 |  | 3/5/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Ari Amaya                 | 510                 |  | 3/12/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Ari Amaya                 | 510                 |  | 3/19/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Ari Amaya                 | 510                 |  | 3/26/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Brighton Kiegan           | 510                 |  | 3/4/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Brighton Kiegan           | 510                 |  | 3/11/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Brighton Kiegan           | 510                 |  | 3/18/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Brighton Kiegan           | 510                 |  | 3/25/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Brighton Kiegan           | 530                 |  | 3/4/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Cassandra Kosman          | 520                 |  | 3/25/24   | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Elma Younus               | 510                 |  | 3/4/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Elma Younus               | 510                 |  | 3/15/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Elma Younus               | 510                 |  | 3/19/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Elma Younus               | 510                 |  | 3/25/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Eric Hernandez            | 515                 |  | 3/4/24    | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Eric Hernandez            | 515                 |  | 3/18/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Isaac Aguilar Jimenez     | 510                 |  | 3/11/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Ivory Mlrsky              | 515                 |  | 3/25/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Jesse Matzen              | 515                 |  | 3/6/24    | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Jesse Matzen              | 515                 |  | 3/13/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Jesse Matzen              | 515                 |  | 3/20/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Jesse Matzen              | 515                 |  | 3/27/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Jesse Matzen              | IEP Meeting         |  | 3/8/24    | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Joshua Blackburn          | 535                 |  | 3/25/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Julian Parra-Villanueva   | 510                 |  | 3/8/24    | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Julian Parra-Villanueva   | 510                 |  | 3/22/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Keylana Sanchez           | 515                 |  | 3/4/24    | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Lucas Vazquez             | 515                 |  | 3/6/24    | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Lucas Vazquez             | 515                 |  | 3/10/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Marc Sweeney              | 510                 |  | 3/4/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Marc Sweeney              | 510                 |  | 3/15/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Marc Sweeney              | 510                 |  | 3/18/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Marc Sweeney              | 510                 |  | 3/25/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Marc Sweeney              | 520                 |  | 3/15/24   | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Marc Sweeney              | IEP Meeting         |  | 3/11/24   | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 510                 |  | 3/4/2024  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 510                 |  | 3/18/2024 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 510                 |  | 3/25/2024 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 515                 |  | 3/6/2024  | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 515                 |  | 3/11/2024 | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 515                 |  | 3/13/2024 | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 515                 |  | 3/20/2024 | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Mikayla Campbell-Johnston | 515                 |  | 3/27/2024 | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Nicholas Kargl            | 510                 |  | 3/4/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Nicholas Kargl            | 510                 |  | 3/11/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Nicholas Kargl            | 510                 |  | 3/18/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Nicholas Kargl            | 510                 |  | 3/25/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Patricia Gonzales         | 510                 |  | 3/4/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Patricia Gonzales         | 510                 |  | 3/11/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Patricia Gonzales         | 510                 |  | 3/18/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Patricia Gonzales         | 510                 |  | 3/25/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Xavier Bonner             | 510                 |  | 3/28/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Zoey Hidalgo              | 515                 |  | 3/13/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Amanda Olley    | 3299 | CapCo | Zoey Hidalgo              | 515                 |  | 3/20/24   | 0.50  | 1    | 95  | \$95.00    |       | \$0.00  |
| Ana Carrera     | 3299 | CapCo | Akner Guerrero            | Ed Psych Assessment |  | 3/15/24   | n/a   | n/a  | n/a | \$1,950.00 | 56.80 | \$38.06 |
| Ana Carrera     | 3299 | CapCo | Akner Guerrero            | IEP Meeting         |  | 3/18/24   | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Ana Carrera     | 3299 | CapCo | Shayan Shabatian          | Ed Psych Assessment |  | 3/15/24   | n/a   | n/a  | n/a | \$1,950.00 | 54.80 | \$36.72 |
| Angelica Diaz   | 3299 | CapCo | Heldi Romero              | DIH Services        |  | 3/27/24   | 0.25  | 1    | 110 | \$110.00   |       | \$0.00  |
| Angelica Diaz   | 3299 | CapCo | Matizen Stevens           | DIH Services        |  | 3/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Annie Hinojos   | 3299 | CapCo | Anapilar Munoz            | IEP Meeting         |  | 3/28/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Ariana Vista    | 3299 | CapCo | Anthony Ramirez           | OT Services         |  | 3/4/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ariana Vista    | 3299 | CapCo | Anthony Ramirez           | OT Services         |  | 3/18/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ariana Vista    | 3299 | CapCo | Anthony Ramirez           | OT Services         |  | 3/25/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |

|              |      |       |                                      |                     |           |       |      |       |            |         |
|--------------|------|-------|--------------------------------------|---------------------|-----------|-------|------|-------|------------|---------|
| Ariana Vista | 3299 | CapCo | Benjamin Lackey                      | OT Services         | 3/6/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Benjamin Lackey (n/s)                | OT Services         | 3/13/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Brighton Kiegan                      | OT Services         | 3/14/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Brighton Kiegan                      | OT Services         | 3/28/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Dalanique Harding                    | OT Services         | 3/5/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Dalanique Harding                    | OT Services         | 3/19/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Dejay Aquino                         | OT Services         | 3/14/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Dejay Aquino                         | OT Services         | 3/21/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Dejay Aquino                         | OT Services         | 3/28/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Diego Olvera                         | OT Services         | 3/13/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Diego Olvera                         | OT Services         | 3/27/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/5/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/6/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/13/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/19/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/20/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/23/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Donald Hartley (n/s)                 | OT Services         | 3/27/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Gabriel Nichols                      | OT Services         | 3/21/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Gabriel Nichols (n/s)                | OT Services         | 3/14/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | George Thomson                       | OT Services         | 3/4/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | George Thomson                       | OT Services         | 3/18/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | George Thomson                       | OT Services         | 3/25/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Giovanni Jimenez-Ramirez (n/s)       | OT Services         | 3/13/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/4/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/14/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/18/2024 | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/21/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/25/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/28/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Henry Hesselman                      | OT Services         | 3/28/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Jabez Arevalo                        | OT Services         | 3/5/24    | 0.66  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Jabez Arevalo                        | OT Services         | 3/26/24   | 0.66  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Jabez Arevalo (n/s)                  | OT Services         | 3/19/24   | 0.66  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Julian Parra-Villanueva              | OT Services         | 3/18/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Julian Parra-Villanueva              | OT Services         | 3/25/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Katelynn Cardona (n/s)               | OT Services         | 3/25/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Lailani Sylvester-Carr (n/s)         | OT Services         | 3/6/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Lailani Sylvester-Carr (n/s)         | OT Services         | 3/13/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Lailani Sylvester-Carr (n/s)         | OT Services         | 3/20/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Lailani Sylvester-Carr (n/s)         | OT Services         | 3/27/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Liam Edora                           | OT Services         | 3/4/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Liam Edora                           | OT Services         | 3/18/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Liam Edora                           | OT Services         | 3/25/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Nathan Padilla                       | OT Services         | 3/5/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Nathan Padilla                       | OT Services         | 3/19/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Nathan Padilla                       | OT Services         | 3/26/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Thea Bella Asundon                   | OT Services         | 3/8/24    | 0.50  | 2.5  | 90.00 | \$275.00   | \$60.30 |
| Ariana Vista | 3299 | CapCo | Tristen Sidham                       | OT Services         | 3/6/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Tristen Sidham (n/s)                 | OT Services         | 3/20/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Vanessa Solelo                       | OT Services         | 3/7/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Victor Lopez (n/s)                   | OT Services         | 3/7/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Victor Lopez (n/s)                   | OT Services         | 3/14/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Victor Lopez (n/s)                   | OT Services         | 3/21/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Wynston O'Hagan                      | OT Services         | 3/19/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Wynston O'Hagan (n/s)                | OT Services         | 3/5/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Wynston O'Hagan (n/s)                | OT Services         | 3/26/24   | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Ed Psych Assessment                  | Ed Psych Assessment | 3/9/24    | n/a   | n/a  | n/a   | \$1,950.00 | \$16.75 |
| Ariana Vista | 3299 | CapCo | Daniel Hernandez                     | IEP Meeting         | 3/25/24   | 1.25  | 1.25 | 100   | \$125.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Emily Abarca-Mendiola                | IEP Meeting         | 3/21/24   | n/a   | n/a  | n/a   | \$1,950.00 | \$4.02  |
| Ariana Vista | 3299 | CapCo | Anthony Ramirez                      | Speech Assessment   | 2/27/24   | 10.50 | 10.5 | 110   | \$1,155.00 | \$0.00  |
| Ariana Vista | 3299 | CapCo | Carley Hernandez                     | IEP Meeting         | 3/1/24    | 1.50  | 1.5  | 100   | \$150.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Dalanique Harding                    | IEP Meeting         | 3/11/24   | 1.00  | 1    | 100   | \$100.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Harper Rower                         | Speech Assessment   | 2/22/24   | 10.50 | 10.5 | 110   | \$1,155.00 | \$0.00  |
| Ariana Vista | 3299 | CapCo | Ivory Minsky                         | IEP Meeting         | 3/8/24    | 1.25  | 1.25 | 100   | \$125.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Maniah Camarena                      | IEP Meeting         | 3/27/24   | 1.00  | 1    | 100   | \$100.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Maniah Camarena                      | Speech Assessment   | 2/21/24   | 10.50 | 10.5 | 110   | \$1,155.00 | \$0.00  |
| Ariana Vista | 3299 | CapCo | Moria Boms                           | Speech Assessment   | 2/16/24   | 10.50 | 10.5 | 110   | \$1,155.00 | \$0.00  |
| Ariana Vista | 3299 | CapCo | Angelina Romero                      | 535                 | 3/29/24   | 0.50  | 1    | 110   | \$110.00   | \$0.00  |
| Ariana Vista | 3299 | CapCo | Angelina Romero (n/s) (m/u january)  | 535                 | 3/1/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Angelina Romero (n/s) (m/u february) | 535                 | 3/8/24    | 0.50  | 0.5  | 110   | \$55.00    | \$0.00  |
| Ariana Vista | 3299 | CapCo | Latae Spearman                       | 535                 | 3/7/24    | 0.50  | 1    | 110   | \$110.00   | \$0.00  |

|                  |      |       |                              |                           |  |           |       |      |     |            |       |         |
|------------------|------|-------|------------------------------|---------------------------|--|-----------|-------|------|-----|------------|-------|---------|
| Ashton Guillard  | 3299 | CapCo | Latae Spearman               | 535                       |  | 3/14/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Latae Spearman               | 535                       |  | 3/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Latae Spearman               | 535                       |  | 3/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Lloyd Spearman               | 535                       |  | 3/1/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Lloyd Spearman               | 535                       |  | 3/8/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Lloyd Spearman               | 535                       |  | 3/15/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Lloyd Spearman               | 535                       |  | 3/22/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Lloyd Spearman               | 535                       |  | 3/29/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Roman Amenise                | 535                       |  | 3/6/24    | 0.83  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Roman Amenise                | 535                       |  | 3/13/24   | 0.83  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Roman Amenise                | 535                       |  | 3/20/24   | 0.83  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Roman Amenise                | 535                       |  | 3/27/24   | 0.83  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Tristen Stidham              | 535                       |  | 3/14/24   | 0.25  | 1    | 110 | \$110.00   |       | \$0.00  |
| Ashton Guillard  | 3299 | CapCo | Tristen Stidham (n/s)        | 535                       |  | 3/7/24    | 0.25  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Izzy Arellano                | IEP Meeting               |  | 3/4/24    | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Izzy Arellano                | PT Assessment             |  | 3/29/24   | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Izzy Arellano                | PT Services               |  | 3/11/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Izzy Arellano                | PT Services               |  | 3/26/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Taline Brubaker              | IEP Meeting               |  | 3/26/24   | 1.00  | 1    | 110 | \$110.00   |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Taline Brubaker              | PT Services               |  | 3/22/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Candice Gayle    | 3299 | CapCo | Thea Bella Asundon           | IEP Meeting               |  | 3/25/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Carl Geiss       | 3299 | CapCo | Cody McCoy                   | Ed Psych Assessment       |  | 3/27/24   | n/a   | n/a  | n/a | \$1,950.00 | 88.00 | \$58.96 |
| Carl Geiss       | 3299 | CapCo | Joel Godfrey                 | IEP Meeting               |  | 3/1/24    | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Carl Geiss       | 3299 | CapCo | Violetta Bennett             | Ed Psych Assessment       |  | 3/19/24   | n/a   | n/a  | n/a | \$1,950.00 | 70.00 | \$46.90 |
| Carissa Nation   | 3299 | CapCo | Matilda Brothers             | Speech Services           |  | 3/1/24    | 0.83  | 3.8  | 110 | \$418.00   | 85.00 | \$56.95 |
| Carissa Nation   | 3299 | CapCo | Matilda Brothers             | Speech Services           |  | 3/8/24    | 0.83  | 3.8  | 110 | \$418.00   | 85.00 | \$56.95 |
| Carissa Nation   | 3299 | CapCo | Matilda Brothers             | Speech Services           |  | 3/16/24   | 0.83  | 3.75 | 110 | \$412.50   | 83.00 | \$55.61 |
| Carissa Nation   | 3299 | CapCo | Matilda Brothers             | Speech Services           |  | 3/29/24   | 0.83  | 3.75 | 110 | \$412.50   | 83.00 | \$55.61 |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/5/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/7/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/12/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/14/2024 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/19/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/26/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Nathan Padilla               | Speech Services           |  | 3/4/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/7/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/11/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/14/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/18/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/25/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai                 | Speech Services           |  | 3/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Carissa Nation   | 3299 | CapCo | Tate Sharrai (m/u)           | Speech Services           |  | 3/26/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Chelsey Lane     | 3299 | CapCo | Amir Robinson                | APE Services              |  | 3/13/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Chelsey Lane     | 3299 | CapCo | Dajanique Harding            | APE Services              |  | 3/6/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Chelsey Lane     | 3299 | CapCo | Dajanique Harding            | IEP Meeting               |  | 3/11/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Chelsey Lane     | 3299 | CapCo | Jayvon Acosta                | IEP Meeting               |  | 3/15/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Chelsey Lane     | 3299 | CapCo | Steffanie Tomlinson          | IEP Meeting               |  | 3/25/24   | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Chelsey Lane     | 3299 | CapCo | Uriel Reynada Gonzalez (n/s) | IEP Meeting               |  | 3/8/24    | 0.50  | 0.5  | 100 | \$50.00    |       | \$0.00  |
| Christy Dixon    | 3299 | CapCo | Violetta Bennett             | Speech Assessment         |  | 3/5/24    | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Danielle Roghair | 3299 | CapCo | Malonia Roman                | IEP Meeting               |  | 3/25/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Danielle Roghair | 3299 | CapCo | Romeo Jackiewicz             | OT Assessment             |  | 3/3/24    | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Danielle Roghair | 3299 | CapCo | Sinai Marujo                 | OT Assessment             |  | 3/19/24   | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Aleyssha Santiago            | DHH Services              |  | 3/4/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Aleyssha Santiago            | DHH Services              |  | 3/11/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Aleyssha Santiago            | DHH Services              |  | 3/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Aleyssha Santiago            | IEP Meeting               |  | 3/8/24    | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Aleyssha Santiago (n/s)      | DHH Services              |  | 3/25/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak                | DHH Services              |  | 3/7/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak                | DHH Services              |  | 3/20/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak                | IEP Meeting               |  | 3/12/24   | 2.00  | 2    | 100 | \$200.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak                | In Service Meeting Part 1 |  | 3/4/24    | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak                | In Service Meeting Part 1 |  | 3/29/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak (n/s)          | DHH Services              |  | 3/13/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | Deanna Spiwak (n/s)          | DHH Services              |  | 3/27/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Diana Cadigan    | 3299 | CapCo | JoseAngel Fonseca            | DHH Assessment            |  | 3/23/24   | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| leonora Magri    | 3299 | CapCo | Alyssa Sterling              | 535                       |  | 3/5/24    | 1.00  | 1    | 110 | \$110.00   |       | \$0.00  |
| leonora Magri    | 3299 | CapCo | Alyssa Sterling              | 535                       |  | 3/11/24   | 1.00  | 1    | 110 | \$110.00   |       | \$0.00  |
| leonora Magri    | 3299 | CapCo | Alyssa Sterling              | 535                       |  | 3/12/24   | 1.00  | 1    | 110 | \$110.00   |       | \$0.00  |

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|                    |      |       |                              |                     |  |           |      |      |     |            |         |
|--------------------|------|-------|------------------------------|---------------------|--|-----------|------|------|-----|------------|---------|
| Eleonora Magri     | 3299 | CapCo | Shyanna Rivera               | 535                 |  | 3/12/24   | 1.50 | 1    | 110 | \$110.00   | \$0.00  |
| Eleonora Magri     | 3299 | CapCo | Shyanna Rivera               | 535                 |  | 3/15/24   | 1.50 | 1    | 110 | \$110.00   | \$0.00  |
| Eleonora Magri     | 3299 | CapCo | Shyanna Rivera               | 535                 |  | 3/29/24   | 1.00 | 1    | 110 | \$110.00   | \$0.00  |
| Eleonora Magri     | 3299 | CapCo | Shyanna Rivera (n/s)         | 535                 |  | 3/22/24   | 1.50 | 0.75 | 110 | \$82.50    | \$0.00  |
| Elizabeth Force    | 3299 | CapCo | Anthony Harutyunian          | IEP Meeting         |  | 3/12/24   | 1.50 | 1.5  | 100 | \$150.00   | \$0.00  |
| Elizabeth Lee      | 3299 | CapCo | Trever Andrews               | IEP Meeting         |  | 3/12/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Adien Thompson               | IEP Meeting         |  | 3/5/24    | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Andrew Konshak               | IEP Meeting         |  | 3/15/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Angel Martinez-Velasco       | IEP Meeting         |  | 3/20/24   | 1.15 | 1.15 | 100 | \$115.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Dennis David                 | Ed Psych Assessment |  | 3/20/2024 | n/a  | n/a  | n/a | \$1,950.00 | \$33.50 |
| Elizabeth Vosseler | 3299 | CapCo | Dennis David                 | IEP Meeting         |  | 3/29/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Jadyn Suarez-Sellers         | IEP Meeting         |  | 3/14/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Jorel Arocha                 | IEP Meeting         |  | 3/26/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Morgan Haas                  | IEP Meeting         |  | 3/8/24    | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Robert Luna                  | IEP Meeting         |  | 3/25/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Spencer Downer               | IEP Meeting         |  | 3/27/24   | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Elizabeth Vosseler | 3299 | CapCo | Weston Vasquez               | IEP Meeting         |  | 3/4/24    | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Angelina Romero              | Speech Services     |  | 3/6/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Angelina Romero              | Speech Services     |  | 3/13/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Angelina Romero              | Speech Services     |  | 3/20/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Angelina Romero              | Speech Services     |  | 3/27/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Anna Clay                    | Speech Services     |  | 3/14/24   | 0.25 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/5/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/6/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/12/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/13/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/19/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/26/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates                    | Speech Services     |  | 3/27/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Ava Bates (n/s)              | Speech Services     |  | 3/20/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Carlos Bautista Quiroz (n/s) | Speech Services     |  | 3/7/24    | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Carlos Bautista Quiroz (n/s) | Speech Services     |  | 3/14/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Carlos Bautista Quiroz (n/s) | Speech Services     |  | 3/21/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Carlos Bautista Quiroz (n/s) | Speech Services     |  | 3/28/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Claran Lennon                | Speech Services     |  | 3/12/24   | 0.67 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Claran Lennon                | Speech Services     |  | 3/19/24   | 0.67 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Claran Lennon                | Speech Services     |  | 3/26/24   | 0.67 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Claran Lennon (n/s)          | Speech Services     |  | 3/6/24    | 0.67 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Clarissa Iraheta             | Speech Services     |  | 3/11/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Clarissa Iraheta             | Speech Services     |  | 3/18/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Clarissa Iraheta (n/s)       | Speech Services     |  | 3/25/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Eli Ramirez                  | Speech Services     |  | 3/4/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Eli Ramirez                  | Speech Services     |  | 3/7/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Eli Ramirez                  | Speech Services     |  | 3/11/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Eli Ramirez                  | Speech Services     |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Eli Ramirez (n/s)            | Speech Services     |  | 3/18/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Eli Ramirez (n/s)            | Speech Services     |  | 3/25/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Hailey Vasquez               | Speech Services     |  | 3/8/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Hailey Vasquez               | Speech Services     |  | 3/14/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Hailey Vasquez               | Speech Services     |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Hailey Vasquez               | Speech Services     |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/1/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/8/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/14/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/15/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/22/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Henry Hesselman              | Speech Services     |  | 3/29/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles                | Speech Services     |  | 3/1/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles                | Speech Services     |  | 3/8/24    | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles                | Speech Services     |  | 3/15/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles                | Speech Services     |  | 3/20/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles                | Speech Services     |  | 3/22/24   | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles (n/s)          | Speech Services     |  | 3/6/24    | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles (n/s)          | Speech Services     |  | 3/13/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles (n/s)          | Speech Services     |  | 3/27/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Jason Knowles (n/s)          | Speech Services     |  | 3/29/24   | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Emily Chupek       | 3299 | CapCo | Kaycee Valenzuela            | Speech Services     |  | 3/5/24    | 0.33 | 1    | 110 | \$110.00   | \$0.00  |

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|---------------|------|-------|--------------------------------|-----------------|---------|------|-----|-----|----------|--|--------|
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/11/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Madrigal                  | Speech Services | 3/29/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres                    | Speech Services | 3/1/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres                    | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres                    | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres                    | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres                    | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres (n/s)              | Speech Services | 3/6/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres (n/s)              | Speech Services | 3/8/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres (n/s)              | Speech Services | 3/11/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Sean Torres (n/s)              | Speech Services | 3/29/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Selena Nebres                  | Speech Services | 3/6/24  | 0.75 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Selena Nebres                  | Speech Services | 3/13/24 | 0.75 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Selena Nebres                  | Speech Services | 3/20/24 | 0.75 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Chupek  | 3299 | CapCo | Selena Nebres                  | Speech Services | 3/27/24 | 0.75 | 1   | 110 | \$110.00 |  | \$0.00 |
| Emily Morales | 3299 | CapCo | Justin Perez                   | IEP Meeting     | 3/29/24 | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Emily Morales | 3299 | CapCo | Zipporah Smith                 | IEP Meeting     | 3/25/24 | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Adam Block                     | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Adam Block                     | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Adam Block                     | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Adam Block                     | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Aenghus Decker-Knealing        | Speech Services | 3/1/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Aenghus Decker-Knealing        | Speech Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Aenghus Decker-Knealing        | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Aenghus Decker-Knealing (n/s)  | Speech Services | 3/15/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Akilah Lucas                   | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Akilah Lucas                   | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Akilah Lucas                   | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Akilah Lucas                   | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Akilah Lucas                   | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Alexander Mendoza              | Speech Services | 3/20/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Alexander Mendoza (n/s)        | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blai Ahmad                     | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blai Ahmad                     | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blai Ahmad                     | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blake Phavorachit              | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blake Phavorachit              | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blake Phavorachit              | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Blake Phavorachit              | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey           | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey           | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/1/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/4/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/8/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/11/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/22/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/25/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Brodie Ashley Lackey (n/s)     | Speech Services | 3/29/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Dajanique Harding              | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Dajanique Harding              | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Dajanique Harding              | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Douglas Shannon                | Speech Services | 3/11/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Douglas Shannon (n/s)          | Speech Services | 3/4/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Douglas Shannon (n/s)          | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Douglas Shannon (n/s)          | Speech Services | 3/25/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Elijah Avakian                 | Speech Services | 3/7/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Elijah Avakian                 | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Elijah Avakian                 | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Elijah Avakian                 | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Giovanni Jimenez-Ramirez       | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Giovanni Jimenez-Ramirez (n/s) | Speech Services | 3/7/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Giovanni Jimenez-Ramirez (n/s) | Speech Services | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Giovanni Jimenez-Ramirez (n/s) | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Ivory Minsky (n/s)             | Speech Services | 3/1/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Ivory Minsky (n/s)             | Speech Services | 3/7/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Erika Panayi  | 3299 | CapCo | Ivory Minsky (n/s)             | Speech Services | 3/8/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |

|                      |      |       |                       |                     |         |      |     |     |            |       |          |        |
|----------------------|------|-------|-----------------------|---------------------|---------|------|-----|-----|------------|-------|----------|--------|
| Erika Panayi         | 3299 | CapCo | Ivory Minsky (n/s)    | Speech Services     | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Ivory Minsky (n/s)    | Speech Services     | 3/15/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Ivory Minsky (n/s)    | Speech Services     | 3/21/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Ivory Minsky (n/s)    | Speech Services     | 3/22/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Ivory Minsky (n/s)    | Speech Services     | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Ivory Minsky (n/s)    | Speech Services     | 3/29/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/4/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/13/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/15/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/18/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/22/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/25/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr       | Speech Services     | 3/29/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Jay Bedassie Jr (n/s) | Speech Services     | 3/1/24  | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez        | Speech Services     | 3/4/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez        | Speech Services     | 3/11/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez        | Speech Services     | 3/13/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez        | Speech Services     | 3/20/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez        | Speech Services     | 3/27/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez        | Speech Services     | 3/29/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez (n/s)  | Speech Services     | 3/6/24  | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Joshua Jimenez (n/s)  | Speech Services     | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalel Larios          | Speech Services     | 3/7/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalel Larios          | Speech Services     | 3/14/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalel Larios          | Speech Services     | 3/21/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalel Larios          | Speech Services     | 3/28/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalvin Marcellus Tan  | Speech Services     | 3/5/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalvin Marcellus Tan  | Speech Services     | 3/12/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalvin Marcellus Tan  | Speech Services     | 3/19/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Kalvin Marcellus Tan  | Speech Services     | 3/26/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Liam Edora            | Speech Services     | 3/5/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Liam Edora            | Speech Services     | 3/12/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Liam Edora            | Speech Services     | 3/21/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Liam Edora            | Speech Services     | 3/26/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/5/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/7/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/12/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/14/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/20/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/21/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Mason Diaz            | Speech Services     | 3/26/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Miguel Antonio Ylagan | Speech Services     | 3/5/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Miguel Antonio Ylagan | Speech Services     | 3/14/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Miguel Antonio Ylagan | Speech Services     | 3/19/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Erika Panayi         | 3299 | CapCo | Miguel Antonio Ylagan | Speech Services     | 3/26/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Andrew Dwyer          | IEP Meeting         | 3/7/24  | 1.50 | 1.5 | 100 | \$150.00   |       | \$150.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Austin Comito         | IEP Meeting         | 3/8/24  | 1.50 | 1.5 | 100 | \$150.00   |       | \$150.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Bentley Rivas         | IEP Meeting         | 3/21/24 | 1.00 | 1   | 100 | \$100.00   |       | \$100.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Jenah Diaz            | Ed Psych Assessment | 3/21/24 | n/a  | n/a | n/a | \$1,950.00 | 11.00 | \$7.37   | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abbott Jacobson       | Speech Services     | 3/18/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abbott Jacobson       | Speech Services     | 3/4/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abbott Jacobson       | Speech Services     | 3/25/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abel Sainz            | Speech Services     | 3/14/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abel Sainz            | Speech Services     | 3/21/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abel Sainz            | Speech Services     | 3/28/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abraham Landero       | Speech Services     | 3/14/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abraham Landero       | Speech Services     | 3/21/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Abraham Landero       | Speech Services     | 3/28/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz           | Speech Services     | 3/1/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz           | Speech Services     | 3/8/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz           | Speech Services     | 3/15/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz           | Speech Services     | 3/18/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz           | Speech Services     | 3/22/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz           | Speech Services     | 3/29/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz (n/s)     | Speech Services     | 3/4/24  | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz (n/s)     | Speech Services     | 3/15/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Aiden Munoz (n/s)     | Speech Services     | 3/25/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Alexander Gomes       | Speech Services     | 3/4/24  | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Alexander Gomes       | Speech Services     | 3/28/24 | 0.50 | 1   | 110 | \$110.00   |       | \$110.00 | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Alexander Gomes (n/s) | Speech Services     | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |
| Evelin Farias-Mirels | 3299 | CapCo | Alexander Gomes (n/s) | Speech Services     | 3/19/24 | 0.50 | 0.5 | 110 | \$55.00    |       | \$55.00  | \$0.00 |

|             |      |       |                              |                 |         |      |     |     |          |  |        |
|-------------|------|-------|------------------------------|-----------------|---------|------|-----|-----|----------|--|--------|
| Evette Rios | 3299 | CapCo | Alexander Gomes (n/s)        | Speech Services | 3/21/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Alexander Gomes (n/s)        | Speech Services | 3/26/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Angel Hernandez              | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Angel Hernandez (n/s)        | Speech Services | 3/5/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Angel Hernandez (n/s)        | Speech Services | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Angel Hernandez (n/s)        | Speech Services | 3/19/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Angel Hernandez (n/s)        | Speech Services | 3/26/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Angel Hernandez (n/s)        | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Anthony Ramirez              | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Anthony Ramirez              | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Anthony Ramirez              | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Anthony Ramirez              | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Anthony Ramirez (n/s)        | Speech Services | 3/13/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Anthony Ramirez (n/s)        | Speech Services | 3/29/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Ari Amaya                    | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Ari Amaya                    | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Ari Amaya                    | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Ari Amaya                    | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Ari Amaya                    | Speech Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Aurora Gallegos              | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Aurora Gallegos              | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Aurora Gallegos              | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Aurora Gallegos              | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Christopher Baltas           | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Christopher Baltas           | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Christopher Baltas (n/s)     | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Dayana Ramos                 | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Dayana Ramos                 | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Dayana Ramos                 | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Dayana Ramos                 | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley               | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/1/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/7/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/19/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/21/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/26/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Donald Hartley (n/s)         | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eduardo Garduno Aviles       | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eduardo Garduno Aviles       | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eduardo Garduno Aviles (n/s) | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Hernandez (n/s)         | Speech Services | 3/5/24  | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Hernandez (n/s)         | Speech Services | 3/8/24  | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Hernandez (n/s)         | Speech Services | 3/11/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Hernandez (n/s)         | Speech Services | 3/19/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Hernandez (n/s)         | Speech Services | 3/26/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma                 | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma                 | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma                 | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma                 | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma (n/s)           | Speech Services | 3/7/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma (n/s)           | Speech Services | 3/26/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Eric Ledesma (n/s)           | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse                | Speech Services | 3/29/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Gavin Ernisse (n/s)          | Speech Services | 3/1/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jason Butts                  | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jason Butts                  | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jason Butts                  | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jesus Lezana                 | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jesus Lezana                 | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jesus Lezana (n/s)           | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jordan Murry                 | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Jordan Murry                 | Speech Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |

|             |      |       |                                 |                 |         |      |     |     |          |  |        |
|-------------|------|-------|---------------------------------|-----------------|---------|------|-----|-----|----------|--|--------|
| Evette Rios | 3299 | CapCo | Kayelynne Santos (n/s)          | Speech Services | 3/6/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Kayelynne Santos (n/s)          | Speech Services | 3/13/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Kayelynne Santos (n/s)          | Speech Services | 3/20/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Kayelynne Santos (n/s)          | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Kian Atami                      | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Kian Atami (n/s)                | Speech Services | 3/5/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Kian Atami (n/s)                | Speech Services | 3/19/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Koda Froese                     | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Koda Froese (n/s)               | Speech Services | 3/20/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Koda Froese (n/s)               | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Lloyd Spearman                  | Speech Services | 3/4/24  | 0.25 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Lloyd Spearman                  | Speech Services | 3/18/24 | 0.25 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Lloyd Spearman                  | Speech Services | 3/25/24 | 0.25 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Logan Messner                   | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Logan Messner                   | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Logan Messner                   | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Logan Messner                   | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Logan Messner                   | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Logan Messner                   | Speech Services | 3/28/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Lucian McCol (n/s)              | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Maximus Lopez                   | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Maximus Lopez                   | Speech Services | 3/25/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Michael Bayona                  | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Michael Bayona                  | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Michael Bayona                  | Speech Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/4/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/6/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/13/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/20/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/25/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Mila Rhines (n/s)               | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Morgan Haas                     | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Morgan Haas (n/s)               | Speech Services | 3/6/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Morgan Haas (n/s)               | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Samantha Morales Lomeli         | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Samantha Morales Lomeli         | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Samantha Morales Lomeli         | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Samantha Morales Lomeli (n/s)   | Speech Services | 3/5/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Sara Adauta Kamber              | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Sara Adauta Kamber              | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Sara Adauta Kamber (n/s)        | Speech Services | 3/4/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Sara Adauta Kamber (n/s)        | Speech Services | 3/6/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Sara Adauta Kamber (n/s)        | Speech Services | 3/13/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Sara Adauta Kamber (n/s)        | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Shyera Plants                   | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Shyera Plants                   | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Shyera Plants                   | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Shyera Plants (n/s)             | Speech Services | 3/27/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Teri Lynn Jackson               | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Teri Lynn Jackson               | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Teri Lynn Jackson               | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Teri Lynn Jackson               | Speech Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tessa Walker                    | Speech Services | 3/6/24  | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tessa Walker                    | Speech Services | 3/13/24 | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tessa Walker                    | Speech Services | 3/27/24 | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tessa Walker (n/s)              | Speech Services | 3/20/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Thiago De Jesus Gutierrez (n/s) | Speech Services | 3/4/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Thiago De Jesus Gutierrez (n/s) | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Thiago De Jesus Gutierrez (n/s) | Speech Services | 3/25/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tiarra Nen-Booker               | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tiarra Nen-Booker               | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tiarra Nen-Booker               | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Tiarra Nen-Booker               | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Trever Andrews                  | Speech Services | 3/1/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Evette Rios | 3299 | CapCo | Trever Andrews                  | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| vette Rios  | 3299 | CapCo | Trever Andrews (n/s)            | Speech Services | 3/8/24  | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| vette Rios  | 3299 | CapCo | Trever Andrews (n/s)            | Speech Services | 3/15/24 | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| vette Rios  | 3299 | CapCo | Tyler Parker                    | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |

|                    |      |       |                                 |                                 |           |       |      |     |            |        |          |
|--------------------|------|-------|---------------------------------|---------------------------------|-----------|-------|------|-----|------------|--------|----------|
| Evette Rios        | 3299 | CapCo | Tyler Parker                    | Speech Services                 | 3/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Tyler Parker                    | Speech Services                 | 3/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Tyler Paulino                   | Speech Services                 | 3/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Tyler Paulino                   | Speech Services                 | 3/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Tyler Paulino                   | Speech Services                 | 3/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Tyler Paulino                   | Speech Services                 | 3/27/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Weston Stevens                  | Speech Services                 | 3/5/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Weston Stevens                  | Speech Services                 | 3/19/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3299 | CapCo | Weston Stevens                  | Speech Services                 | 3/26/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Gary Ferrer        | 3299 | CapCo | Anthony Jacquez                 | IEP Meeting                     | 3/11/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Gary Ferrer        | 3299 | CapCo | Byanca Powell                   | IEP Meeting                     | 3/15/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Gary Ferrer        | 3299 | CapCo | Jacob Mayfield                  | Ed Psych Reevaluation           | 2/28/24   | n/a   | n/a  | n/a | \$1,250.00 | 122.60 | \$82.14  |
| Gary Ferrer        | 3299 | CapCo | Jacob Mayfield                  | IEP Meeting                     | 3/25/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Gary Ferrer        | 3299 | CapCo | Steven Delgado-Velazquez        | Ed Psych Assessment             | 3/6/24    | n/a   | n/a  | n/a | \$1,950.00 | 173.60 | \$116.31 |
| Gary Ferrer        | 3299 | CapCo | Steven Delgado-Velazquez        | IEP Meeting                     | 3/28/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Heather Dodi       | 3299 | CapCo | Ivan Gabriel Errese             | O & M Services                  | 3/12/24   | 1.00  | 5    | 110 | \$550.00   | 113.00 | \$75.71  |
| Jacqueline Cotten  | 3299 | CapCo | Sean Amoroso                    | O & M Services                  | 3/9/24    | 1.00  | 7    | 110 | \$770.00   | 154.00 | \$103.18 |
| Jacqueline Cotten  | 3299 | CapCo | Anthony Ramirez                 | Nurse Assessments-Travel/Mileal | 3/2/24    | 2.00  | 2    | 110 | \$220.00   | 113.00 | \$75.71  |
| Jacqueline Cotten  | 3299 | CapCo | Anthony Ramirez                 | Nursing Assessment Flat         | 3/2/2024  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Athena Albenzi                  | Nurse Assessments-Travel/Mileal | 2/3/24    | 0.20  | 0.2  | 110 | \$22.00    | 2.75   | \$1.84   |
| Jacqueline Cotten  | 3299 | CapCo | Athena Albenzi                  | Nursing Assessment Flat         | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Bryce Bartlett                  | Nurse Assessments-Travel/Mileal | 3/12/24   | 1.90  | 1.9  | 110 | \$209.00   | 80.00  | \$53.60  |
| Jacqueline Cotten  | 3299 | CapCo | Bryce Bartlett                  | Nursing Assessment Flat         | 3/12/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Caleb Ervin                     | Nurse Assessments-Travel/Mileal | 3/16/24   | 0.76  | 0.76 | 110 | \$83.60    | 16.30  | \$10.92  |
| Jacqueline Cotten  | 3299 | CapCo | Caleb Ervin                     | Nursing Assessment Flat         | 3/16/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Elijah Calhoun                  | Nurse Assessments-Travel/Mileal | 3/2/24    | 1.00  | 1    | 110 | \$110.00   | 50.20  | \$33.63  |
| Jacqueline Cotten  | 3299 | CapCo | Elijah Calhoun                  | Nursing Assessment Flat         | 3/2/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Gabriel Kosmala                 | Nurse Assessments-Travel/Mileal | 2/3/24    | 0.50  | 0.5  | 110 | \$55.00    | 15.50  | \$10.39  |
| Jacqueline Cotten  | 3299 | CapCo | Gabriel Kosmala                 | Nursing Assessment Flat         | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Harper Rower                    | Nurse Assessments-Travel/Mileal | 2/23/24   | 1.40  | 1.4  | 110 | \$154.00   | 75.50  | \$50.59  |
| Jacqueline Cotten  | 3299 | CapCo | Harper Rower                    | Nursing Assessment Flat         | 2/23/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Ilyad Bouchaib                  | Nurse Assessments-Travel/Mileal | 3/27/24   | 1.25  | 1.25 | 110 | \$137.50   | 57.00  | \$38.19  |
| Jacqueline Cotten  | 3299 | CapCo | Ilyad Bouchaib                  | Nursing Assessment Flat         | 3/27/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Izzy Arellano                   | Nurse Assessments-Travel/Mileal | 3/17/24   | 0.40  | 0.4  | 110 | \$44.00    | 15.00  | \$10.05  |
| Jacqueline Cotten  | 3299 | CapCo | Izzy Arellano                   | Nursing Assessment Flat         | 3/17/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Jeriah Diaz                     | Nurse Assessments-Travel/Mileal | 2/25/24   | 1.40  | 1.4  | 110 | \$154.00   | 68.75  | \$46.06  |
| Jacqueline Cotten  | 3299 | CapCo | Jeriah Diaz                     | Nursing Assessment Flat         | 2/25/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Jim Joyner                      | Nurse Assessments-Travel/Mileal | 2/25/24   | 1.55  | 1.55 | 110 | \$170.50   | 68.30  | \$45.76  |
| Jacqueline Cotten  | 3299 | CapCo | Jim Joyner                      | Nursing Assessment Flat         | 2/25/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Jose Angel Fonseca              | Nursing Assessment Flat         | 3/26/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Landyn Williams                 | Nurse Assessments-Travel/Mileal | 1/30/24   | 1.00  | 1    | 110 | \$110.00   | 40.00  | \$26.80  |
| Jacqueline Cotten  | 3299 | CapCo | Landyn Williams                 | Nursing Assessment Flat         | 1/30/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Madison Merritt                 | Nurse Assessments-Travel/Mileal | 2/16/24   | 2.25  | 2.25 | 110 | \$247.50   | 126.00 | \$84.42  |
| Jacqueline Cotten  | 3299 | CapCo | Madison Merritt                 | Nursing Assessment Flat         | 2/16/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Marc Sweeney                    | Nurse Assessments-Travel/Mileal | 2/22/24   | 0.80  | 0.8  | 110 | \$88.00    | 25.00  | \$16.75  |
| Jacqueline Cotten  | 3299 | CapCo | Marc Sweeney                    | Nursing Assessment Flat         | 2/22/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Moirs Boms                      | Nurse Assessments-Travel/Mileal | 2/18/24   | 0.45  | 0.45 | 110 | \$49.50    | 8.50   | \$5.70   |
| Jacqueline Cotten  | 3299 | CapCo | Moirs Boms                      | Nursing Assessment Flat         | 2/18/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Raymond Salazar                 | Nurse Assessments-Travel/Mileal | 3/21/24   | 0.85  | 0.85 | 110 | \$93.50    | 21.00  | \$14.07  |
| Jacqueline Cotten  | 3299 | CapCo | Raymond Salazar                 | Nursing Assessment Flat         | 3/21/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Rowan Grant                     | Nurse Assessments-Travel/Mileal | 3/2/24    | 0.80  | 0.8  | 110 | \$88.00    | 39.00  | \$26.13  |
| Jacqueline Cotten  | 3299 | CapCo | Rowan Grant                     | Nursing Assessment Flat         | 3/2/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Selena Nebres                   | Nurse Assessments-Travel/Mileal | 3/17/24   | 0.75  | 0.75 | 110 | \$82.50    | 24.00  | \$16.08  |
| Jacqueline Cotten  | 3299 | CapCo | Selena Nebres                   | Nursing Assessment Flat         | 3/17/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Scarlett (Sam) Ramirez Kozlenko | Nurse Assessments-Travel/Mileal | 3/2/24    | 1.60  | 1.6  | 110 | \$176.00   | 54.00  | \$36.18  |
| Jacqueline Cotten  | 3299 | CapCo | Scarlett (Sam) Ramirez Kozlenko | Nursing Assessment Flat         | 3/2/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jacqueline Cotten  | 3299 | CapCo | Thomas Shelton                  | Nurse Assessments-Travel/Mileal | 3/2/24    | 0.60  | 0.6  | 110 | \$66.00    | 11.75  | \$7.87   |
| Jacqueline Cotten  | 3299 | CapCo | Thomas Shelton                  | Nursing Assessment Flat         | 3/2/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jamie Ohashi       | 3299 | CapCo | Savannah Erwin                  | 515                             | 2/28/24   | 1.00  | 1    | 95  | \$95.00    |        | \$0.00   |
| Jamie Ohashi       | 3299 | CapCo | Savannah Erwin                  | IEP Meeting                     | 3/20/24   | 1.00  | 1    | 95  | \$95.00    |        | \$0.00   |
| Jarena Campbell    | 3299 | CapCo | Dennis David                    | Speech Assessment               | 3/8/24    | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Jennifer Evans     | 3299 | CapCo | Jim Joyner                      | Ed Psych Assessment             | 3/10/24   | n/a   | n/a  | n/a | \$1,950.00 | 24.00  | \$16.08  |
| Jennifer Han-Rivas | 3299 | CapCo | Elijah Lester                   | Speech Services                 | 3/20/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Elijah Lester                   | Speech Services                 | 3/27/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Elijah Lester (n/s)             | Speech Services                 | 3/8/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Lailani Sylvester-Carr (n/s)    | Speech Services                 | 3/6/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Lailani Sylvester-Carr (n/s)    | Speech Services                 | 3/11/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Maya Faison                     | Speech Services                 | 3/6/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Maya Faison                     | Speech Services                 | 3/18/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han-Rivas | 3299 | CapCo | Maya Faison                     | Speech Services                 | 3/25/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |



|                    |      |       |                               |                     |         |       |      |     |            |  |        |
|--------------------|------|-------|-------------------------------|---------------------|---------|-------|------|-----|------------|--|--------|
| Jennifer Han-Rivas | 3299 | CapCo | Maya Faison (mtu 3/11)        | Speech Services     | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Odalys Davalos Villagomez     | Speech Services     | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Odalys Davalos Villagomez     | Speech Services     | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Vanessa Sotelo                | Speech Services     | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Vanessa Sotelo                | Speech Services     | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Vanessa Sotelo                | Speech Services     | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Wynston O'Hagan               | Speech Services     | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Wynston O'Hagan (n/s)         | Speech Services     | 3/20/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Jennifer Han-Rivas | 3299 | CapCo | Wynston O'Hagan (n/s)         | Speech Services     | 3/27/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Jessica Marinelli  | 3299 | CapCo | Mishka Donini                 | Staffing            | 3/22/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Jessica Marinelli  | 3299 | CapCo | Molra Boms                    | IEP Meeting         | 3/20/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Jodi Cunha         | 3299 | CapCo | Ramiro Ruelas                 | Ed Psych Assessment | 3/21/24 | n/a   | n/a  | n/a | \$1,950.00 |  | \$0.00 |
| Kacy McCalla       | 3299 | CapCo | Spencer Downer                | Ed Psych Assessment | 3/25/24 | n/a   | n/a  | n/a | \$1,950.00 |  | \$0.00 |
| Kanoa Elizondo     | 3299 | CapCo | Munemitsu Matsuyama           | APE Services        | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kanoa Elizondo     | 3299 | CapCo | Munemitsu Matsuyama           | APE Services        | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kanoa Elizondo     | 3299 | CapCo | Munemitsu Matsuyama           | APE Services        | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kanoa Elizondo     | 3299 | CapCo | Munemitsu Matsuyama           | APE Services        | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kanoa Elizondo     | 3299 | CapCo | Sebastian Mesa Betancur       | APE Services        | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Sebastian Mesa Betancur (n/s) | IEP Meeting         | 3/29/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/26/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Athena Lindsay                | APE Services        | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Elijah Romero                 | APE Services        | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Elijah Romero                 | APE Services        | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Elijah Romero                 | APE Services        | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Elijah Romero                 | APE Services        | 3/29/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Elijah Romero (mtu 3/8)       | APE Services        | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Eloy Mora                     | APE Services        | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Eloy Mora                     | APE Services        | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Eloy Mora                     | APE Services        | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Eloy Mora                     | APE Services        | 3/26/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Assessment      | 3/14/24 | 10.50 | 10.5 | 110 | \$1,155.00 |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/1/24  | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/4/24  | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/5/24  | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/6/24  | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/7/24  | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/8/24  | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/11/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/12/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/13/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/14/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/15/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/18/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/19/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/20/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/21/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/22/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/25/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/26/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/27/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/28/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | APE Services        | 3/29/24 | 0.66  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Evan Kowaltschuk              | IEP Meeting         | 3/26/24 | 1.60  | 1.6  | 100 | \$160.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Kaycee Valenzuela             | APE Services        | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Kaycee Valenzuela             | APE Services        | 3/7/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Kaycee Valenzuela             | APE Services        | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Kaycee Valenzuela             | APE Services        | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Kaycee Valenzuela             | APE Services        | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Marston Judkins               | APE Services        | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Marston Judkins               | APE Services        | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Marston Judkins               | APE Services        | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Marston Judkins               | APE Services        | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Mason Diaz                    | APE Services        | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Kasey Galik        | 3299 | CapCo | Mason Diaz                    | APE Services        | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |

|                            |      |       |                              |                     |         |       |      |     |            |        |         |
|----------------------------|------|-------|------------------------------|---------------------|---------|-------|------|-----|------------|--------|---------|
| Kasey Galik                | 3299 | CapCo | Mason Diaz                   | APE Services        | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik                | 3299 | CapCo | Steffanie Tomlinson          | APE Services        | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik                | 3299 | CapCo | Yaretz Sigala                | APE Services        | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik                | 3299 | CapCo | Yaretz Sigala                | APE Services        | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik                | 3299 | CapCo | Yaretz Sigala                | APE Services        | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik                | 3299 | CapCo | Yaretz Sigala                | APE Services        | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Alexander Macias             | 515                 | 3/11/24 | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Alexander Macias             | 515                 | 3/4/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Alexander Macias (n/s)       | 515                 | 3/18/24 | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Jake Heffernan (n/s)         | 510                 | 3/4/24  | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Jake Heffernan (n/s)         | 510                 | 3/11/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Jake Heffernan (n/s)         | 510                 | 3/18/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Jake Heffernan (n/s)         | 510                 | 3/29/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Juanjose Mendez Garcia       | 510                 | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Juanjose Mendez Garcia (n/s) | 510                 | 3/4/24  | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Sam Ramirez                  | 510                 | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Sam Ramirez                  | 510                 | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Sam Ramirez (n/s)            | 510                 | 3/4/24  | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Sam Ramirez (n/s)            | 510                 | 3/11/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 510                 | 3/4/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 510                 | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 510                 | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 510                 | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 515                 | 3/4/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 515                 | 3/11/24 | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 515                 | 3/18/24 | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Trevor Johnston              | 515                 | 3/29/24 | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Kate Clark                 | 3299 | CapCo | Weston Vasquez (n/s)         | 515                 | 3/4/24  | 0.83  | 0.5  | 95  | \$47.50    |        | \$0.00  |
| Kelle Mendoza              | 3299 | CapCo | Jiraya Fierro                | IEP Meeting         | 2/28/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kelly Dunn                 | 3299 | CapCo | Anthony Ramirez              | AT Assessment       | 3/27/24 | n/a   | n/a  | n/a | \$1,783.00 |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Christian Vramontes          | AT Services         | 3/8/24  | 0.50  | 1    | 120 | \$120.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Clarissa Sierra              | AAC Consult         | 3/6/24  | 0.50  | 1    | 120 | \$120.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Clarissa Sierra              | AAC Consult         | 3/8/24  | 0.50  | 1    | 120 | \$120.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Clarissa Sierra              | IEP Meeting         | 3/8/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Cole Ridgley                 | IEP Meeting         | 3/27/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Elijah Avakian               | AT Services         | 3/8/24  | 0.50  | 1    | 120 | \$120.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Izzy Arellano                | AAC Assessment      | 3/26/24 | n/a   | n/a  | n/a | \$1,783.00 |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Izzy Arellano                | AT Assessment       | 3/26/24 | n/a   | n/a  | n/a | \$1,783.00 |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Lavia Ferguson               | AT Services         | 3/8/24  | 1.00  | 1    | 120 | \$120.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Malonia Roman                | AT Assessment       | 3/4/24  | n/a   | n/a  | n/a | \$1,783.00 |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Malonia Roman                | IEP Meeting         | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| elly Dunn                  | 3299 | CapCo | Neil Murphy                  | AT Services         | 3/14/24 | 0.50  | 1    | 120 | \$120.00   |        | \$0.00  |
| Kelly Dunn                 | 3299 | CapCo | Niko Gentle                  | AT Consult Services | 3/4/24  | 0.25  | 1    | 120 | \$120.00   |        | \$0.00  |
| Kelly Dunn                 | 3299 | CapCo | Niko Gentle                  | IEP Meeting         | 3/7/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kelly Dunn                 | 3299 | CapCo | Arielle Ocano                | IEP Meeting         | 3/1/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kelly Hannum               | 3299 | CapCo | Riley Fortin                 | Ed Psych Assessment | 3/15/24 | n/a   | n/a  | n/a | \$1,950.00 |        | \$0.00  |
| Kelly Hannum               | 3299 | CapCo | Riley Fortin                 | IEP Meeting         | 3/15/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Kelly Hannum               | 3299 | CapCo | Sasha Constantian            | IEP Meeting         | 3/4/24  | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Kezhia Rodriguez Kamravani | 3299 | CapCo | Jayden Gerona                | Ed Psych Assessment | 2/8/24  | n/a   | n/a  | n/a | \$1,950.00 | 102.00 | \$68.34 |
| Kezhia Rodriguez Kamravani | 3299 | CapCo | Jayden Gerona                | IEP Meeting         | 2/23/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Latrina Chavez             | 3299 | CapCo | Brynn Vogl                   | Ed Psych Assessment | 3/18/24 | n/a   | n/a  | n/a | \$1,950.00 | 72.80  | \$48.78 |
| Lauren Gotelli (Williams)  | 3299 | CapCo | Selena Nebres                | Speech Assessment   | 3/26/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Lauren Gotelli (Williams)  | 3299 | CapCo | Tierra Ner-Booker            | IEP Meeting         | 3/12/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Lauren Gotelli (Williams)  | 3299 | CapCo | Trever Andrews               | IEP Meeting         | 3/19/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Lauren Linhoff             | 3299 | CapCo | Sean Amoroso                 | APE Services        | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Lauren Linhoff             | 3299 | CapCo | Sean Amoroso                 | APE Services        | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Lauren White               | 3299 | CapCo | Spencer Downer               | IEP Meeting         | 3/27/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Lauren White               | 3299 | CapCo | Spencer Downer               | IEP Meeting         | 3/27/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Angel Hernandez (n/s)        | OT Services         | 3/7/24  | 0.33  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Angel Hernandez (n/s)        | OT Services         | 3/14/24 | 0.33  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Angel Hernandez (n/s)        | OT Services         | 3/21/24 | 0.33  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Angel Hernandez (n/s)        | OT Services         | 3/28/24 | 0.33  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Anna Clay (n/s)              | OT Services         | 3/18/24 | 1.00  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Brysun Palmer (n/s)          | OT Services         | 3/4/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Brysun Palmer (n/s)          | OT Services         | 3/11/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Chesnee Pederson             | OT Services         | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Chesnee Pederson             | OT Services         | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Chesnee Pederson             | OT Services         | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Chesnee Pederson (n/s)       | OT Services         | 3/7/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Christopher Bailes           | OT Services         | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer               | 3299 | CapCo | Christopher Bailes           | OT Services         | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |

|              |      |       |                           |             |         |      |     |     |          |        |
|--------------|------|-------|---------------------------|-------------|---------|------|-----|-----|----------|--------|
| Liza Zagayer | 3299 | CapCo | Elijah Avakian            | OT Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco          | OT Services | 3/4/24  | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco          | OT Services | 3/11/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco          | OT Services | 3/18/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco (n/s)    | OT Services | 3/25/24 | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Hailey Vasquez (n/s)      | OT Services | 3/19/24 | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Harlem Allen              | OT Services | 3/5/24  | 0.42 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Harlem Allen              | OT Services | 3/12/24 | 0.42 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Harlem Allen (n/s)        | OT Services | 3/26/24 | 0.42 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Harlem Allen (n/s)        | OT Services | 3/19/24 | 0.42 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Heldi Romero (n/s)        | OT Services | 3/13/24 | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Heldi Romero (n/s)        | OT Services | 3/27/24 | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Gaines (n/s)       | OT Services | 3/6/24  | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Gaines (n/s)       | OT Services | 3/13/24 | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Gaines (n/s)       | OT Services | 3/20/24 | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Gaines (n/s)       | OT Services | 3/27/24 | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Lures              | OT Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Lures              | OT Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Jayden Lures              | OT Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Joel Martinez             | OT Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Joel Martinez             | OT Services | 3/4/24  | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Joel Martinez             | OT Services | 3/11/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Joel Martinez             | OT Services | 3/18/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Joel Martinez             | OT Services | 3/25/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Kaycee Valenzuela         | OT Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton         | OT Services | 3/1/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton         | OT Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton         | OT Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton         | OT Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton         | OT Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton         | OT Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Mavontay Hamilton (n/s)   | OT Services | 3/29/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Maximus Lopez             | OT Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Maximus Lopez             | OT Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Maximus Lopez (n/s)       | OT Services | 3/7/24  | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Maximus Lopez (n/s)       | OT Services | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Maximus Lopez (n/s)       | OT Services | 3/21/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Munemitsu Matsuyama       | OT Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Munemitsu Matsuyama       | OT Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Munemitsu Matsuyama       | OT Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Munemitsu Matsuyama (n/s) | OT Services | 3/5/24  | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Munemitsu Matsuyama (n/s) | OT Services | 3/14/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Onyx-Ray Murrell          | OT Services | 3/21/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Onyx-Ray Murrell          | OT Services | 3/28/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Onyx-Ray Murrell (n/s)    | OT Services | 3/7/24  | 0.33 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Roman Amenise             | OT Services | 3/1/24  | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Roman Amenise             | OT Services | 3/22/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Roman Amenise             | OT Services | 3/29/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Roman Amenise (n/s)       | OT Services | 3/8/24  | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Roman Amenise (n/s)       | OT Services | 3/15/24 | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Rudy Torres (n/s)         | OT Services | 3/4/24  | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Rudy Torres (n/s)         | OT Services | 3/11/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Rudy Torres (n/s)         | OT Services | 3/18/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Rudy Torres (n/s)         | OT Services | 3/25/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Tyler Parker              | OT Services | 3/14/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Yaretzi Sigala            | OT Services | 3/5/24  | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Yaretzi Sigala            | OT Services | 3/12/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Yaretzi Sigala            | OT Services | 3/19/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Yaretzi Sigala            | OT Services | 3/26/24 | 0.33 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor                | OT Services | 3/21/24 | 0.25 | 1   | 110 | \$110.00 | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/4/24  | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/7/24  | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/11/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/18/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/25/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/1/24  | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/28/24 | 0.25 | 0.5 | 110 | \$55.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Zya Taylor (n/s)          | OT Services | 3/4/24  | 0.50 | 1   | 95  | \$95.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco          | 515         | 3/11/24 | 0.50 | 1   | 95  | \$95.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco          | 515         | 3/18/24 | 0.50 | 1   | 95  | \$95.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Gilberto Polanco          | 515         | 3/25/24 | 0.50 | 1   | 95  | \$95.00  | \$0.00 |
| Liza Zagayer | 3299 | CapCo | Michael Bayona            | 510         | 3/4/24  | 0.50 | 1   | 100 | \$100.00 | \$0.00 |

|                 |      |       |                               |                     |         |       |     |            |       |         |
|-----------------|------|-------|-------------------------------|---------------------|---------|-------|-----|------------|-------|---------|
| Lynn Defino     | 3299 | CapCo | Michael Bayona                | 510                 | 0.50    | 1     | 100 | \$100.00   |       | \$0.00  |
| Lynn Defino     | 3299 | CapCo | Michael Bayona                | 510                 | 0.50    | 1     | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Anthony Gomez (n/s)           | Speech Services     | 3/25/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Anthony Gomez (n/s)           | Speech Services     | 3/5/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Anthony Gomez (n/s)           | Speech Services     | 3/12/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Anthony Gomez (n/s)           | Speech Services     | 3/21/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Anthony Gomez (n/s)           | Speech Services     | 3/28/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Aphaaea Drymon (n/s)          | Speech Services     | 3/5/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Aphaaea Drymon (n/s)          | Speech Services     | 3/12/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Aphaaea Drymon (n/s)          | Speech Services     | 3/19/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Aphaaea Drymon (n/s)          | Speech Services     | 3/26/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Brysun Palmer (n/s)           | Speech Services     | 3/5/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Brysun Palmer (n/s)           | Speech Services     | 3/7/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Destiny Saucedo Ratcliffe     | IEP Meeting         | 3/18/24 | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | IEP Meeting         | 3/19/24 | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | Speech Services     | 3/6/24  | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | Speech Services     | 3/13/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | Speech Services     | 3/21/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | Speech Services     | 3/22/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | Speech Services     | 3/27/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus                   | Speech Services     | 3/28/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus (n/s)             | Speech Services     | 3/7/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Elma Younus (n/s)             | Speech Services     | 3/14/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Eloy Mora                     | Speech Services     | 3/6/24  | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Eloy Mora                     | Speech Services     | 3/27/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Eloy Mora (n/s)               | Speech Services     | 3/13/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Eloy Mora (n/s)               | Speech Services     | 3/20/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Giovanni Jimenez-Ramirez      | IEP Meeting         | 3/26/24 | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Harlem Allen                  | Speech Services     | 3/7/24  | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Harlem Allen                  | Speech Services     | 3/15/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Harlem Allen (n/s)            | Speech Services     | 3/21/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Harlem Allen (n/s)            | Speech Services     | 3/28/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Harlem Allen (n/s)            | Speech Services     | 3/28/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Jose Magana                   | IEP Meeting         | 3/28/24 | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Jose Magana (n/s)             | Speech Services     | 3/7/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Jose Magana (n/s)             | Speech Services     | 3/14/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Jose Magana (n/s)             | Speech Services     | 3/21/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Jose Magana (n/s)             | Speech Services     | 3/28/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva       | Speech Services     | 3/6/24  | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva       | Speech Services     | 3/14/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva       | Speech Services     | 3/27/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services     | 3/7/24  | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services     | 3/13/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services     | 3/20/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services     | 3/21/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Julian Parra-Villanueva (n/s) | Speech Services     | 3/28/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | IEP Meeting         | 3/7/24  | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/8/24  | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/11/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/12/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/19/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/21/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/26/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Niko Gentle                   | Speech Services     | 3/28/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Noah Flores                   | IEP Meeting         | 3/12/24 | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Syre Tart                     | IEP Meeting         | 3/5/24  | 1.00  | 100 | \$100.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Syre Tart                     | Speech Services     | 3/5/24  | 1.00  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Syre Tart (n/s)               | Speech Services     | 3/12/24 | 1.00  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Syre Tart (n/s)               | Speech Services     | 3/19/24 | 1.00  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Syre Tart (n/s)               | Speech Services     | 3/26/24 | 1.00  | 110 | \$55.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Thomas Shelton                | IEP Meeting         | 3/26/24 | 1.50  | 100 | \$150.00   |       | \$0.00  |
| Mae Belen Vital | 3299 | CapCo | Thomas Shelton                | Speech Assessment   | 3/11/24 | 10.50 | 110 | \$1,155.00 |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Weston Vasquez (n/s)          | IEP Meeting         | 3/4/24  | 0.50  | 100 | \$50.00    |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Zoey Hidalgo                  | Speech Services     | 3/7/24  | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Zoey Hidalgo                  | Speech Services     | 3/14/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Zoey Hidalgo                  | Speech Services     | 3/21/24 | 0.50  | 110 | \$110.00   |       | \$0.00  |
| Maebelene Vital | 3299 | CapCo | Zoey Hidalgo (n/s)            | Speech Services     | 3/28/24 | 0.50  | 110 | \$55.00    |       | \$0.00  |
| Maite Saavedra  | 3299 | CapCo | Angel Thompson                | Ed Psych Assessment | 3/3/24  | n/a   | n/a | \$1,950.00 | 12.20 | \$8.17  |
| Maite Saavedra  | 3299 | CapCo | Anthony Ramirez               | Ed Psych Assessment | 3/25/24 | n/a   | n/a | \$1,950.00 | 59.40 | \$39.80 |
| Maite Saavedra  | 3299 | CapCo | Carley Hernandez              | IEP Meeting         | 3/1/24  | 1.50  | 100 | \$150.00   |       | \$0.00  |
| Maite Saavedra  | 3299 | CapCo | Diego Huizar-Marquez          | Ed Psych Assessment | 3/20/24 | n/a   | n/a | \$1,950.00 | 25.20 | \$16.88 |
| Maite Saavedra  | 3299 | CapCo | Ethan Wilson                  | IEP Meeting         | 3/21/24 | 1.50  | 100 | \$150.00   |       | \$0.00  |

|                           |      |       |                           |                                |           |      |      |            |        |         |
|---------------------------|------|-------|---------------------------|--------------------------------|-----------|------|------|------------|--------|---------|
| Mate Saavedra             | 3299 | CapCo | Holly Johns               |                                | 3/21/24   | n/a  | n/a  | \$1,950.00 | 29.20  | \$19.56 |
| Mate Saavedra             | 3299 | CapCo | Julian Ramos              | Ed Psych Assessment            | 3/29/24   | n/a  | n/a  | \$1,950.00 | 41.60  | \$27.87 |
| Mate Saavedra             | 3299 | CapCo | Stephen Gatlin            | Ed Psych Assessment            | 3/1/24    | n/a  | n/a  | \$1,950.00 | 69.20  | \$46.36 |
| Mary Kay Dodd             | 3299 | CapCo | Danna Romero-Enriquez     | Nurse Assessments-Travel/Milea | 3/17/24   | 2.00 | 2    | \$220.00   | 54.00  | \$36.18 |
| Mary Kay Dodd             | 3299 | CapCo | Danna Romero-Enriquez     | Nursing Assessment Flat        | 3/17/24   | n/a  | n/a  | \$500.00   |        | \$0.00  |
| Mary Kay Dodd             | 3299 | CapCo | Leela Colomo              | Nurse Assessments-Travel/Milea | 3/16/24   | 2.00 | 2    | \$220.00   | 52.00  | \$34.84 |
| Mary Kay Dodd             | 3299 | CapCo | Leela Colomo              | Nursing Assessment Flat        | 3/16/24   | n/a  | n/a  | \$500.00   |        | \$0.00  |
| Mary Kay Dodd             | 3299 | CapCo | Riley Fortin              | Nurse Assessments-Travel/Milea | 3/16/24   | 1.00 | 1    | \$110.00   | 22.00  | \$14.74 |
| Mary Kay Dodd             | 3299 | CapCo | Riley Fortin              | Nursing Assessment Flat        | 3/15/24   | n/a  | n/a  | \$500.00   |        | \$0.00  |
| Maurisha (Misha) Bertulfo | 3299 | CapCo | Bryce Bartlett            | IEP Meeting                    | 3/16/24   | 1.50 | 1.5  | \$150.00   |        | \$0.00  |
| Maurisha (Misha) Bertulfo | 3299 | CapCo | Bryce Bartlett            | Staffing                       | 3/14/24   | 1.00 | 1    | \$100.00   |        | \$0.00  |
| Maurisha (Misha) Bertulfo | 3299 | CapCo | Migbert Damazo Mendoza II | IEP Meeting                    | 3/12/24   | 1.50 | 1.5  | \$150.00   |        | \$0.00  |
| Maurisha (Misha) Bertulfo | 3299 | CapCo | Savanna Owens             | Ed Psych Assessment            | 3/25/24   | n/a  | n/a  | \$1,950.00 | 140.00 | \$93.80 |
| Maurisha (Misha) Bertulfo | 3299 | CapCo | Tyrone Price              | Ed Psych Assessment            | 3/14/24   | n/a  | n/a  | \$1,950.00 | 100.00 | \$67.00 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 510                            | 3/16/24   | 0.50 | 3.5  | \$325.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 510                            | 3/20/24   | 0.50 | 3.25 | \$325.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 510                            | 3/27/24   | 0.50 | 3.5  | \$350.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 535                            | 3/5/24    | 1.00 | 3    | \$330.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 535                            | 3/12/24   | 1.00 | 3.4  | \$374.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 535                            | 3/19/24   | 1.00 | 3    | \$330.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Adrian Christensen        | 535                            | 3/26/24   | 1.00 | 3.6  | \$396.00   | 54.00  | \$36.18 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/1/24    | 1.25 | 3.25 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/4/24    | 1.25 | 3.05 | \$335.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/8/24    | 1.25 | 3.25 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/11/24   | 1.25 | 3.15 | \$346.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/15/24   | 1.25 | 3.25 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/18/24   | 1.25 | 3    | \$330.00   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/22/24   | 1.25 | 3.25 | \$357.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/25/24   | 1.25 | 3    | \$330.00   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Claran Lennon             | 535                            | 3/29/24   | 1.25 | 3.15 | \$346.50   | 76.00  | \$50.92 |
| Melanie Segrave           | 3299 | CapCo | Kadence Ray               | IEP Meeting                    | 3/29/2024 | 1.00 | 1    | \$100.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino              | Speech Services                | 3/4/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino              | Speech Services                | 3/12/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino              | Speech Services                | 3/18/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino              | Speech Services                | 3/26/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino (n/s)        | Speech Services                | 3/5/24    | 0.50 | 0.5  | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino (n/s)        | Speech Services                | 3/11/24   | 0.50 | 0.5  | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino (n/s)        | Speech Services                | 3/19/24   | 0.50 | 0.5  | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Dejay Aquino (n/s)        | Speech Services                | 3/25/24   | 0.50 | 0.5  | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/1/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/7/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/8/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/14/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/15/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/21/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jabez Arevalo             | Speech Services                | 3/28/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jasmine Rios (n/s)        | Speech Services                | 3/29/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jeriah Diaz               | Speech Services                | 3/13/24   | 0.50 | 0.5  | \$55.00    |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jeriah Diaz               | Speech Services                | 3/17/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jeriah Diaz               | Speech Services                | 3/14/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jeriah Diaz               | Speech Services                | 3/21/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Jeriah Diaz               | Speech Services                | 3/28/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Joel Martinez             | Speech Services                | 3/1/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Joel Martinez             | Speech Services                | 3/8/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mercedes Alin             | 3299 | CapCo | Joel Martinez             | Speech Services                | 3/22/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Adonis Tibbs-McCrae       | 510                            | 3/4/24    | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Adonis Tibbs-McCrae       | 510                            | 3/11/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Adonis Tibbs-McCrae       | 510                            | 3/18/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Adonis Tibbs-McCrae       | 510                            | 3/25/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Angelina Romero           | 510                            | 3/12/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Angelina Romero           | 510                            | 3/26/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Audrey West               | 510                            | 3/7/24    | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Audrey West               | 510                            | 3/14/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Audrey West               | 510                            | 3/21/24   | 0.50 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Audrey West               | IEP Meeting                    | 3/5/24    | 1.00 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Bentley Rivas             | 520                            | 3/26/24   | 0.50 | 1    | \$120.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Bentley Rivas             | 535                            | 3/4/24    | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Bentley Rivas             | 535                            | 3/11/24   | 0.50 | 1    | \$110.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Douglas Shannon           | 510                            | 3/4/24    | 0.38 | 1    | \$100.00   |        | \$0.00  |
| Mia Frimtzis              | 3299 | CapCo | Douglas Shannon           | 510                            | 3/6/24    | 0.38 | 1    | \$100.00   |        | \$0.00  |

|              |      |       |                          |                                  |         |       |      |     |            |       |         |
|--------------|------|-------|--------------------------|----------------------------------|---------|-------|------|-----|------------|-------|---------|
| Mia Frimtzis | 3299 | CapCo | Douglas Shannon          | 510                              | 3/11/24 | 0.38  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Douglas Shannon          | 510                              | 3/13/24 | 0.38  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Douglas Shannon          | 510                              | 3/18/24 | 0.38  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Douglas Shannon          | 510                              | 3/20/24 | 0.38  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Douglas Shannon          | 510                              | 3/25/24 | 0.38  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Elliot Lopez Clarke      | 510                              | 3/7/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Elliot Lopez Clarke      | 510                              | 3/14/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Elliot Lopez Clarke      | 510                              | 3/21/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Elliot Lopez Clarke      | 520                              | 3/14/24 | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Elliot Lopez Clarke      | 520                              | 3/21/24 | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Evan Kowaltchuk          | IEP Meeting                      | 3/26/24 | 1.75  | 1.75 | 100 | \$175.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Irene Cortez             | IEP Meeting                      | 3/28/24 | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Jorden Tomlinson         | IEP Meeting                      | 3/11/24 | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kennedy Wallace          | 510                              | 3/4/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kennedy Wallace          | 510                              | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kennedy Wallace          | 510                              | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kennedy Wallace          | 510                              | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Madison Merritt          | IEP Meeting                      | 3/14/24 | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Maira Young              | IEP Meeting                      | 3/20/24 | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 510                              | 3/12/24 | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 510                              | 3/5/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 510                              | 3/12/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 510                              | 3/19/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 510                              | 3/26/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 520                              | 3/5/24  | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 520                              | 3/12/24 | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 520                              | 3/19/24 | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Phebe Liuzzo             | 520                              | 3/26/24 | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Samuel Reichardt         | 510                              | 3/4/24  | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Samuel Reichardt         | 510                              | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Samuel Reichardt         | 510                              | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Samuel Reichardt         | 510                              | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Stefanie Tomlinson       | IEP Meeting                      | 3/25/24 | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Xavier Bonner            | IEP Meeting                      | 3/18/24 | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Giovanni Jimenez-Ramirez | APE Services                     | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Giovanni Jimenez-Ramirez | IEP Meeting                      | 3/26/24 | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kalvin Marcellus Tan     | APE Services                     | 3/7/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kalvin Marcellus Tan     | APE Services                     | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kalvin Marcellus Tan     | APE Services                     | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Edora               | APE Services                     | 3/6/24  | 0.33  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Edora               | APE Services                     | 3/13/24 | 0.33  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Edora               | APE Services                     | 3/20/24 | 0.33  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Edora               | APE Services                     | 3/27/24 | 0.33  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Robert Gray              | APE Services                     | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Robert Gray              | APE Services                     | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Robert Gray              | APE Services                     | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Trever Andrews           | IEP Meeting                      | 3/12/24 | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Eddie Gallagher          | OT Assessment                    | 3/29/24 | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Landyn Williams          | IEP Meeting                      | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Landyn Williams          | OT Assessment                    | 3/7/24  | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Mason Diaz               | OT Services                      | 2/21/24 | 1.00  | 3    | 110 | \$330.00   | 66.00 | \$44.22 |
| Mia Frimtzis | 3299 | CapCo | Mason Diaz               | OT Services                      | 3/6/24  | 1.00  | 3    | 110 | \$330.00   | 66.00 | \$44.22 |
| Mia Frimtzis | 3299 | CapCo | Mason Diaz               | OT Services                      | 3/13/24 | 1.00  | 3    | 110 | \$330.00   | 66.00 | \$44.22 |
| Mia Frimtzis | 3299 | CapCo | Seth Alderete            | OT Assessment                    | 3/29/24 | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Spencer Downer           | IEP Meeting                      | 3/27/24 | 2.00  | 2    | 100 | \$200.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Anthony Ramirez          | OT Assessment                    | 3/25/24 | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Brighton Kiernan         | IEP Meeting                      | 3/4/24  | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Kayelyme Santos (n/s)    | OT Services                      | 3/15/24 | 1.00  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Spearman            | OT Services                      | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Spearman            | OT Services                      | 3/26/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Spearman (n/s)      | OT Services                      | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Spearman (n/s)      | OT Services                      | 3/12/24 | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Liam Spearman (n/s)      | OT Services                      | 3/15/24 | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Matthew Gonzalez         | OT Services                      | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Matthew Gonzalez         | OT Services                      | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Matthew Gonzalez         | OT Services                      | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Matthew Gonzalez         | OT Services                      | 3/29/24 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Victor Lopez             | IEP Meeting                      | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Angel Thompson           | Nurse Assessments-Travel/Mileage | 3/13/24 | 0.90  | 0.9  | 110 | \$99.00    | 46.00 | \$30.82 |
| Mia Frimtzis | 3299 | CapCo | Angel Thompson           | Nursing Assessment Flat          | 3/13/24 | n/a   | n/a  | n/a | \$500.00   |       | \$0.00  |
| Mia Frimtzis | 3299 | CapCo | Damian Cortes            | ECP                              | 3/7/24  | 1.50  | 1.5  | 110 | \$165.00   |       | \$0.00  |

|             |      |       |                                |         |       |      |     |            |        |         |
|-------------|------|-------|--------------------------------|---------|-------|------|-----|------------|--------|---------|
| Nadia Rojas | 3299 | CapCo | Damian Cortes                  | 3/7/24  | 0.35  | 0.35 | 110 | \$38.50    | 7.80   | \$5.23  |
| Nadia Rojas | 3299 | CapCo | Damian Cortes                  | 3/7/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Daniel Hernandez               | 3/6/24  | 3.70  | 3.7  | 110 | \$407.00   | 114.00 | \$76.38 |
| Nadia Rojas | 3299 | CapCo | Daniel Hernandez               | 3/6/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Dennis David                   | 3/20/24 | 2.20  | 2.2  | 110 | \$242.00   | 91.00  | \$60.97 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/20/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/9/24  | 2.65  | 2.65 | 110 | \$291.50   | 109.00 | \$73.03 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/9/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/16/24 | 1.36  | 1.36 | 110 | \$149.60   | 76.00  | \$50.92 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/16/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/16/24 | 3.13  | 3.13 | 110 | \$344.30   | 134.00 | \$89.78 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/16/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | ECp                            | 3/11/24 | 1.50  | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/11/24 | 0.30  | 0.3  | 110 | \$33.00    | 6.90   | \$4.62  |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/11/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/9/24  | 1.31  | 1.31 | 110 | \$144.10   | 64.00  | \$42.88 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/9/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/19/24 | 2.11  | 2.11 | 110 | \$232.10   | 88.00  | \$58.96 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/19/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/20/24 | 0.10  | 0.1  | 110 | \$11.00    | 1.30   | \$0.87  |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/20/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Se Do Kang                     | 3/21/24 | 3.20  | 3.2  | 110 | \$352.00   | 127.00 | \$85.09 |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/21/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Steven Delgado-Velazquez       | 3/2/24  | 2.58  | 2.58 | 110 | \$283.80   | 107.00 | \$71.69 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/2/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/9/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/9/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/14/24 | 0.74  | 0.74 | 110 | \$81.40    | 19.40  | \$13.00 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/14/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Nurse Assessments-Travel/Milea | 3/21/24 | 0.40  | 0.4  | 110 | \$44.00    | 20.00  | \$13.40 |
| Nadia Rojas | 3299 | CapCo | Nursing Assessment Flat        | 3/21/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/19/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Assessment                 | 3/28/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/26/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | IEP Meeting                    | 3/4/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | APE Services                   | 3/19/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Jayvon Acosta                  | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs (n/s)              | 2/13/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs                    | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs                    | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs                    | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs (n/s)              | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs (n/s)              | 3/11/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs (n/s)              | 3/12/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs (n/s)              | 3/21/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Sage Jacobs (n/s)              | 3/26/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Jenavee Munoz                  | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Angel Vargas Santamaria        | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Gabriel Aguirre                | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Gabriel Aguirre                | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Gabriel Aguirre                | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Gabriel Aguirre                | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Gabriel Aguirre (n/s)          | 3/27/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Katelynn Cardona               | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Katelynn Cardona               | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Katelynn Cardona               | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Katelynn Cardona               | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Katelynn Cardona               | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Katelynn Cardona               | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Weston Vasquez (n/s)           | 2/21/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Nadia Rojas | 3299 | CapCo | Weston Vasquez (n/s)           | 2/28/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |



|                   |      |       |                                |                                |          |       |      |     |            |        |         |
|-------------------|------|-------|--------------------------------|--------------------------------|----------|-------|------|-----|------------|--------|---------|
| Penny Lopez       | 3299 | CapCo | Weston Vasquez (n/s)           | Speech Services                | 3/6/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck             | Speech Services                | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck             | Speech Services                | 2/28/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck             | Speech Services                | 3/6/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck             | Speech Services                | 3/20/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck (n/s)       | Speech Services                | 2/21/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck (n/s)       | Speech Services                | 3/13/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Penny Lopez       | 3299 | CapCo | Wolfgang Steinbeck (n/s)       | Speech Services                | 3/27/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Roxanna Ware      | 3299 | CapCo | Elana Bravo                    | IEP Meeting                    | 3/5/2024 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Roxanna Ware      | 3299 | CapCo | Gabriel Kosmala                | Ed Psych Assessment            | 3/2/24   | n/a   | n/a  | n/a | \$1,950.00 | 54.00  | \$36.18 |
| Roxanna Ware      | 3299 | CapCo | Harper Rower                   | Ed Psych Assessment            | 3/25/24  | n/a   | n/a  | n/a | \$1,950.00 | 40.00  | \$26.80 |
| Roxanna Ware      | 3299 | CapCo | Landyn Williams                | Ed Psych Assessment            | 3/8/24   | n/a   | n/a  | n/a | \$1,950.00 | 91.40  | \$61.24 |
| Roxanna Ware      | 3299 | CapCo | Landyn Williams                | IEP Meeting                    | 3/25/24  | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Roxanna Ware      | 3299 | CapCo | Maira Boms                     | Ed Psych Assessment            | 3/3/24   | n/a   | n/a  | n/a | \$1,950.00 | 118.00 | \$79.06 |
| Ryan Groot        | 3299 | CapCo | Ivan Juarez                    | IEP Meeting                    | 3/1/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Hailey Vasquez                 | 510                            | 3/7/24   | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Isabel Marquez Navarrete       | 510                            | 3/11/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Isabel Marquez Navarrete       | 510                            | 3/18/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Isabel Marquez Navarrete       | 510                            | 3/25/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Isabel Marquez Navarrete (n/s) | 510                            | 3/4/24   | 1.00  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Jenavee Munoz                  | 515                            | 3/19/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Kian Arami                     | 515                            | 3/5/24   | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Kian Arami                     | 515                            | 3/12/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Kian Arami                     | 515                            | 3/19/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Kloe Noonan                    | 515                            | 3/26/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Kloe Noonan                    | 515                            | 3/5/24   | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Leah Morales                   | 510                            | 3/7/24   | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Leah Morales                   | 510                            | 3/15/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Leah Morales                   | 510                            | 3/21/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Leah Morales                   | 510                            | 3/28/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Margaret Navarro               | 515                            | 3/5/24   | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Margaret Navarro               | 515                            | 3/12/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Margaret Navarro               | 515                            | 3/16/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Margaret Navarro               | 515                            | 3/19/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Nevaeh Sohn                    | 510                            | 3/5/24   | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Nevaeh Sohn                    | 510                            | 3/12/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Nevaeh Sohn                    | 510                            | 3/19/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Nevaeh Sohn                    | 510                            | 3/26/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Zion Smith                     | 515                            | 3/5/24   | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Zion Smith                     | 515                            | 3/12/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Zion Smith                     | 515                            | 3/19/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Sarah Sabaghzadeh | 3299 | CapCo | Zion Smith                     | 515                            | 3/26/24  | 0.50  | 1    | 95  | \$95.00    |        | \$0.00  |
| Shelbi Casados    | 3299 | CapCo | Rudy Torres                    | Speech Services                | 3/12/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Shelbi Casados    | 3299 | CapCo | Rudy Torres                    | Speech Services                | 3/19/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Shelbi Casados    | 3299 | CapCo | Rudy Torres                    | Speech Services                | 3/25/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Alexander Oropeza              | Nurse Assessments-Travel/Milea | 3/2/24   | 0.90  | 0.9  | 110 | \$99.00    | 43.20  | \$28.94 |
| Susana Cedre      | 3299 | CapCo | Alexander Oropeza              | Nursing Assessment Flat        | 3/2/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Andre Temple                   | Nurse Assessments-Travel/Milea | 3/18/24  | 0.90  | 0.9  | 110 | \$99.00    | 43.60  | \$29.21 |
| Susana Cedre      | 3299 | CapCo | Andre Temple                   | Nursing Assessment Flat        | 3/18/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Aniyah Temple                  | Nurse Assessments-Travel/Milea | 3/27/24  | 1.97  | 1.97 | 110 | \$216.70   | 87.20  | \$58.42 |
| Susana Cedre      | 3299 | CapCo | Aniyah Temple                  | Nursing Assessment Flat        | 3/27/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Cristian Navarro               | Nurse Assessments-Travel/Milea | 3/9/24   | 0.77  | 0.77 | 110 | \$84.70    | 13.40  | \$8.98  |
| Susana Cedre      | 3299 | CapCo | Cristian Navarro               | Nursing Assessment Flat        | 3/9/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Evan Kowaltchuk                | EQP                            | 3/16/24  | 1.50  | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Evan Kowaltchuk                | Nurse Assessments-Travel/Milea | 3/16/24  | 1.87  | 1.87 | 110 | \$205.70   | 57.60  | \$38.59 |
| Susana Cedre      | 3299 | CapCo | Evan Kowaltchuk                | Nursing Assessment Flat        | 3/16/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Jadden McDonald                | Nurse Assessments-Travel/Milea | 3/25/24  | 2.13  | 2.13 | 110 | \$234.30   | 81.70  | \$54.74 |
| Susana Cedre      | 3299 | CapCo | Jadden McDonald                | Nursing Assessment Flat        | 3/25/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Mariah Camarena                | Nurse Assessments-Travel/Milea | 3/5/24   | 1.15  | 1.15 | 110 | \$126.50   | 33.70  | \$22.58 |
| Susana Cedre      | 3299 | CapCo | Mariah Camarena                | Nursing Assessment Flat        | 3/5/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Mishka Donini                  | Nurse Assessments-Travel/Milea | 3/16/24  | 0.37  | 0.37 | 110 | \$40.70    | 11.30  | \$7.57  |
| Susana Cedre      | 3299 | CapCo | Mishka Donini                  | Nursing Assessment Flat        | 3/16/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Paige Soto-Montoya             | EQP                            | 3/23/24  | 1.50  | 1.5  | 110 | \$165.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Paige Soto-Montoya             | Nurse Assessments-Travel/Milea | 3/23/24  | 2.16  | 2.16 | 110 | \$237.60   | 95.80  | \$64.19 |
| Susana Cedre      | 3299 | CapCo | Paige Soto-Montoya             | Nursing Assessment Flat        | 3/23/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Ronan Handy                    | EQP                            | 3/25/24  | 4.50  | 4.5  | 110 | \$495.00   |        | \$0.00  |
| Susana Cedre      | 3299 | CapCo | Ronan Handy                    | Nurse Assessments-Travel/Milea | 3/25/24  | 1.05  | 1.05 | 110 | \$115.50   | 47.70  | \$31.96 |
| Susana Cedre      | 3299 | CapCo | Ronan Handy                    | Nursing Assessment Flat        | 3/25/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Yndi Shefer       | 3299 | CapCo | Evan Johnson                   | Speech Assessment              | 3/20/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Yndi Shefer       | 3299 | CapCo | Mishka Donini                  | Speech Assessment              | 3/14/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |

|               |      |       |                         |                 |         |      |     |     |          |  |        |
|---------------|------|-------|-------------------------|-----------------|---------|------|-----|-----|----------|--|--------|
| Syndt Shefer  | 3299 | CapCo | Shaunt Kumar            | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Syndt Shefer  | 3299 | CapCo | Shaunt Kumar            | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Syndt Shefer  | 3299 | CapCo | Shaunt Kumar            | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Syndt Shefer  | 3299 | CapCo | Trystin Lewis           | IEP Meeting     | 3/5/24  | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Adina Bukshpun          | 515             | 3/19/24 | 0.75 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Adina Bukshpun          | 515             | 3/26/24 | 0.75 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Adina Bukshpun (n/s)    | 515             | 3/7/24  | 0.75 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Adina Bukshpun (n/s)    | 515             | 3/14/24 | 0.75 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 510             | 3/6/24  | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 510             | 3/20/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 510             | 3/27/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 515             | 3/1/24  | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 515             | 3/8/24  | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 515             | 3/15/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios             | 515             | 3/29/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Alexis Rios (n/s)       | 515             | 3/22/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Angel Vargas Santamaria | 515             | 3/6/24  | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Angel Vargas Santamaria | 515             | 3/13/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Angel Vargas Santamaria | 515             | 3/22/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Angel Vargas Santamaria | 515             | 3/29/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Bianna Padilla          | 510             | 3/7/24  | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Bianna Padilla          | 510             | 3/20/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Claran Lennon           | 510             | 3/8/24  | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Claran Lennon           | 510             | 3/21/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Claran Lennon           | 510             | 3/28/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos         | 535 Parent      | 3/20/24 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos (n/s)   | 535             | 3/4/24  | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos (n/s)   | 535             | 3/11/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos (n/s)   | 535             | 3/15/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos (n/s)   | 535             | 3/18/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos (n/s)   | 535             | 3/18/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Hailey Banuelos (n/s)   | 535 Parent      | 3/8/24  | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jason Harper            | IEP Meeting     | 3/15/24 | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 510             | 3/7/24  | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 510             | 3/14/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 510             | 3/21/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 510             | 3/28/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 515             | 3/1/24  | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 515             | 3/15/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 515             | 3/20/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jayden Lures            | 515             | 3/27/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jesus Lezama (n/s)      | 515             | 3/6/24  | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jesus Lezama (n/s)      | 515             | 3/13/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jesus Lezama (n/s)      | 515             | 3/20/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Jesus Lezama (n/s)      | 515             | 3/27/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kayelynn Santos (n/s)   | 515             | 3/7/24  | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kayelynn Santos (n/s)   | 515             | 3/14/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kayelynn Santos (n/s)   | 515             | 3/21/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kayelynn Santos (n/s)   | 515             | 3/28/24 | 0.50 | 0.5 | 95  | \$47.50  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kennedy Vanias          | 515             | 3/21/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kennedy Vanias          | 515             | 3/28/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kennedy Vanias (m/u)    | 515             | 3/13/24 | 0.50 | 1   | 95  | \$95.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Klan Arami (n/s)        | 510             | 3/6/24  | 0.50 | 0.5 | 100 | \$50.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Klan Arami (n/s)        | 510             | 3/13/24 | 0.50 | 0.5 | 100 | \$50.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Klan Arami (n/s)        | 510             | 3/22/24 | 0.50 | 0.5 | 100 | \$50.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Klan Arami (n/s)        | 510             | 3/29/24 | 0.50 | 0.5 | 100 | \$50.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Kyle McCullough         | IEP Meeting     | 3/15/24 | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Michael Terry           | IEP Meeting     | 3/20/24 | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas             | 535             | 3/15/24 | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas             | 535             | 3/22/24 | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas             | IEP Meeting     | 3/8/24  | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas (n/s)       | 535             | 3/4/24  | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas (n/s)       | 535             | 3/8/24  | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas (n/s)       | 535             | 3/11/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas (n/s)       | 535             | 3/25/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Morgan Haas (n/s)       | 535             | 3/29/24 | 1.00 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Penelope Maestro        | 510             | 3/13/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Penelope Maestro        | 510             | 3/20/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Penelope Maestro        | 510             | 3/26/24 | 0.50 | 1   | 100 | \$100.00 |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Se Do Kang (n/s)        | 510             | 3/4/24  | 0.50 | 0.5 | 100 | \$50.00  |  | \$0.00 |
| Terrie Schoch | 3299 | CapCo | Se Do Kang (n/s)        | 510             | 3/11/24 | 0.50 | 0.5 | 100 | \$50.00  |  | \$0.00 |

|                   |      |       |                           |                     |  |         |       |      |     |            |        |          |
|-------------------|------|-------|---------------------------|---------------------|--|---------|-------|------|-----|------------|--------|----------|
| Terrie Schoch     | 3299 | CapCo | Se Do Kang (n/s)          | 510                 |  | 3/21/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Terrie Schoch     | 3299 | CapCo | Se Do Kang (n/s)          | 510                 |  | 3/25/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Terrie Schoch     | 3299 | CapCo | Trever Andrews            | 510                 |  | 3/5/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terrie Schoch     | 3299 | CapCo | Trever Andrews            | 510                 |  | 3/12/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terrie Schoch     | 3299 | CapCo | Trever Andrews            | 510                 |  | 3/19/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terrie Schoch     | 3299 | CapCo | Trever Andrews            | IEP Meeting         |  | 3/12/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terrie Schoch     | 3299 | CapCo | Trever Andrews            | IEP Meeting         |  | 3/19/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Alexander Oropeza         | Ed Psych Assessment |  | 3/2/24  | n/a   | n/a  | n/a | \$1,950.00 | 82.00  | \$54.94  |
| Vahe Amirian      | 3299 | CapCo | Alexander Oropeza         | ERMHS Assessment    |  | 3/2/24  | n/a   | n/a  | n/a | \$1,950.00 | 0.00   | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Athena Albenzi            | IEP Meeting         |  | 3/15/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Ayah Awad                 | Ed Psych Assessment |  | 3/17/24 | n/a   | n/a  | n/a | \$1,950.00 | 174.00 | \$116.58 |
| Vahe Amirian      | 3299 | CapCo | Cristal Gonzalez          | Ed Psych Assessment |  | 3/20/24 | n/a   | n/a  | n/a | \$1,950.00 | 61.00  | \$40.87  |
| Vahe Amirian      | 3299 | CapCo | Cristian Navarro          | Ed Psych Assessment |  | 3/28/24 | n/a   | n/a  | n/a | \$1,950.00 | 72.00  | \$48.24  |
| Vahe Amirian      | 3299 | CapCo | Destiny Saucedo Ratcliffe | IEP Meeting         |  | 3/18/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Elma Younus               | IEP Meeting         |  | 3/19/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Evan Kowaltshuk           | Ed Psych Assessment |  | 3/16/24 | n/a   | n/a  | n/a | \$1,950.00 | 126.00 | \$84.42  |
| Vahe Amirian      | 3299 | CapCo | Jadden McDonald           | Ed Psych Assessment |  | 3/16/24 | n/a   | n/a  | n/a | \$1,950.00 | 94.00  | \$62.98  |
| Vahe Amirian      | 3299 | CapCo | James Rawls               | IEP Meeting         |  | 3/18/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Jay Treviso Hernandez     | Ed Psych Assessment |  | 3/25/24 | n/a   | n/a  | n/a | \$1,950.00 | 132.00 | \$88.44  |
| Vahe Amirian      | 3299 | CapCo | Jazmin Alvarez            | IEP Meeting         |  | 3/29/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Miguel Antonio Ylagan     | Ed Psych Assessment |  | 3/20/24 | n/a   | n/a  | n/a | \$1,950.00 | 98.00  | \$65.66  |
| Vahe Amirian      | 3299 | CapCo | Mishka Donini             | Ed Psych Assessment |  | 3/10/24 | n/a   | n/a  | n/a | \$1,950.00 | 49.00  | \$32.83  |
| Vahe Amirian      | 3299 | CapCo | Romeo Jackiewicz          | IEP Meeting         |  | 3/11/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Samantha Llamas           | Ed Psych Assessment |  | 3/9/24  | n/a   | n/a  | n/a | \$1,950.00 | 76.00  | \$50.92  |
| Vahe Amirian      | 3299 | CapCo | Se Do Kang                | Ed Psych Assessment |  | 3/9/24  | n/a   | n/a  | n/a | \$1,950.00 | 166.00 | \$111.22 |
| Vahe Amirian      | 3299 | CapCo | Shayan Shabalian          | IEP Meeting         |  | 3/26/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Thomas Shelton            | Ed Psych Assessment |  | 3/2/24  | n/a   | n/a  | n/a | \$1,950.00 | 76.00  | \$50.92  |
| Vahe Amirian      | 3299 | CapCo | Thomas Shelton            | IEP Meeting         |  | 3/26/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Vahe Amirian      | 3299 | CapCo | Tristin McClinton         | Ed Psych Assessment |  | 3/10/24 | n/a   | n/a  | n/a | \$1,950.00 | 209.00 | \$140.03 |
| Vahe Amirian      | 3299 | CapCo | Tristin McClinton         | IEP Meeting         |  | 3/22/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Aenghus Decker-Knealing   | IEP Meeting         |  | 3/26/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Alexander Oropeza         | Speech Assessment   |  | 3/23/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Ava Bates                 | IEP Meeting         |  | 3/20/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Carlos Bautista Quiroz    | IEP Meeting         |  | 3/1/24  | 1.25  | 1.25 | 100 | \$125.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Destiny Saucedo Ratcliffe | IEP Meeting         |  | 3/8/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Kristina Martynov         | IEP Meeting         |  | 3/8/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Mason Vidana              | IEP Meeting         |  | 3/22/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Morgan Haas               | IEP Meeting         |  | 3/8/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| anessa Abraham    | 3299 | CapCo | Sinai Marujo              | Speech Assessment   |  | 3/18/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Abraham Marujo            | Speech Services     |  | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Abraham Marujo            | Speech Services     |  | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Abraham Marujo            | Speech Services     |  | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Abraham Marujo            | Speech Services     |  | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Abraham Marujo            | Speech Services     |  | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Ayden Clark               | Speech Services     |  | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Ayden Clark (n/s)         | Speech Services     |  | 3/6/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Ayden Clark (n/s)         | Speech Services     |  | 3/20/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Ayden Clark (n/s)         | Speech Services     |  | 3/27/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Caleb Lamb                | Speech Services     |  | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Caleb Lamb                | Speech Services     |  | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Caleb Lamb                | Speech Services     |  | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Caleb Lamb                | Speech Services     |  | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Caleb Lamb                | Speech Services     |  | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn          | Speech Services     |  | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn          | Speech Services     |  | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn          | Speech Services     |  | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn          | Speech Services     |  | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn          | Speech Services     |  | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn (n/s)    | Speech Services     |  | 3/18/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | Joshua Blackburn (n/s)    | Speech Services     |  | 3/20/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | June O'neal               | Speech Services     |  | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Virginia Granados | 3299 | CapCo | June O'neal               | Speech Services     |  | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |

|                   |      |       |                             |                    |              |                    |          |            |     |              |          |  |            |
|-------------------|------|-------|-----------------------------|--------------------|--------------|--------------------|----------|------------|-----|--------------|----------|--|------------|
| Virginia Granados | 3299 | CapCo | June O'neal                 | Speech Services    |              | 3/13/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | June O'neal                 | Speech Services    |              | 3/18/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | June O'neal                 | Speech Services    |              | 3/20/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | June O'neal                 | Speech Services    |              | 3/25/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | June O'neal                 | Speech Services    |              | 3/27/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | June O'neal (n/s)           | Speech Services    |              | 3/4/24             | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | June O'neal (n/s)           | Speech Services    |              | 3/11/24            | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Kristopher Jackson          | Speech Services    |              | 3/8/24             | 1.00     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Kristopher Jackson          | Speech Services    |              | 3/15/24            | 1.00     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Kristopher Jackson          | Speech Services    |              | 3/22/24            | 1.00     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Kristopher Jackson (n/s)    | Speech Services    |              | 2/28/24            | 1.00     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Kristopher Jackson (n/s)    | Speech Services    |              | 3/1/24             | 1.00     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Latae Spearman              | Speech Services    |              | 3/6/24             | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Latae Spearman              | Speech Services    |              | 3/13/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Latae Spearman              | Speech Services    |              | 3/20/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Latae Spearman              | Speech Services    |              | 3/27/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Mavontay Hamilton           | Speech Services    |              | 3/25/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Mavontay Hamilton (n/s)     | Speech Services    |              | 3/1/24             | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Mavontay Hamilton (n/s)     | Speech Services    |              | 3/18/24            | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters             | Speech Services    |              | 3/6/24             | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters             | Speech Services    |              | 3/7/24             | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters             | Speech Services    |              | 3/14/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters             | Speech Services    |              | 3/20/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters             | Speech Services    |              | 3/21/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters             | Speech Services    |              | 3/28/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Miracle Winters (n/s)       | Speech Services    |              | 3/27/24            | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Skye Sylvester-Burris       | Speech Services    |              | 3/20/24            | 0.33     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Skye Sylvester-Burris       | Speech Services    |              | 3/27/24            | 0.33     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Skye Sylvester-Burris (n/s) | Speech Services    |              | 3/6/24             | 0.33     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Skye Sylvester-Burris (n/s) | Speech Services    |              | 3/13/24            | 0.33     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis               | Speech Services    |              | 3/4/24             | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis               | Speech Services    |              | 3/13/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis               | Speech Services    |              | 3/18/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis               | Speech Services    |              | 3/20/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis               | Speech Services    |              | 3/25/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis (n/s)         | Speech Services    |              | 3/6/24             | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis (n/s)         | Speech Services    |              | 3/11/24            | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Virginia Granados | 3299 | CapCo | Trystin Lewis (n/s)         | Speech Services    |              | 3/27/24            | 0.50     | 0.5        | 110 | \$55.00      |          |  | \$0.00     |
| Yvonne Duarte     | 3299 | CapCo | Ava Bates                   | FBA                |              | 3/15/24            | n/a      | n/a        | n/a | \$1,950.00   | 154.00   |  | \$103.18   |
| Yvonne Duarte     | 3299 | CapCo | Gavin Cuenca                | 535                |              | 3/4/24             | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Yvonne Duarte     | 3299 | CapCo | Gavin Cuenca                | 535                |              | 3/6/24             | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Yvonne Duarte     | 3299 | CapCo | Gavin Cuenca                | 535                |              | 3/13/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Yvonne Duarte     | 3299 | CapCo | Gavin Cuenca                | 535                |              | 3/20/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
| Yvonne Duarte     | 3299 | CapCo | Gavin Cuenca                | 535                |              | 3/25/24            | 0.50     | 1          | 110 | \$110.00     |          |  | \$0.00     |
|                   |      |       |                             | Total for Service: | \$309,176.10 | Total for Mileage: | 5,316.75 | Total Due: |     | \$309,176.10 | 7,935.45 |  | \$5,316.75 |
|                   |      |       |                             | Total              |              |                    |          |            |     |              |          |  |            |





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[illegible]

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BILLING INVOICE

|                 |                                 |          |                                       |
|-----------------|---------------------------------|----------|---------------------------------------|
| Invoice #       | 3269                            | Bill To: | California Online Public School       |
| Invoice Date:   | 2/29/24                         |          | Attn: La Chelle Carter                |
| Name:           | El Paseo Children's Center Inc  |          |                                       |
| Mailing Address | 74075 El Paseo Drive, Suite A2B |          | lacarter@calca.connectionsacademy.org |
|                 | Palm Desert, CA 92260           |          | SPED-Finance@californiaops.org        |
| Telephone       | 760-342-4900                    |          | 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 .67 |
|--------------------|-----------|--------|----------------------------|-------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|--------------------|
| Abigail Smaligan   | 3269      | NorCal | Kemhan Cump                | AAC Consultation  | 2/8/24       | 1.25                | 1.25                      | 120        | \$150.00               |                | \$0.0              |
| Adriana Covarubias | 3269      | NorCal | Andrew Palmer              | OT Services       | 2/5/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Adriana Covarubias | 3269      | NorCal | Andrew Palmer              | OT Services       | 2/12/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Adriana Covarubias | 3269      | NorCal | Andrew Palmer              | OT Services       | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Adriana Covarubias | 3269      | NorCal | Andrew Palmer              | OT Services       | 2/26/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Adriana Covarubias | 3269      | NorCal | Andrew Palmer (m/u-11/13)  | OT Services       | 2/12/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Adriana Covarubias | 3269      | NorCal | Andrew Palmer (m/u-12/1)   | OT Services       | 2/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Marco Gutierrez            | OT Services       | 2/29/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Abigail Sturdivant         | OT Services       | 2/9/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Abigail Sturdivant         | OT Services       | 2/16/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Abigail Sturdivant         | OT Services       | 2/23/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Kendal Grey-Harbin         | OT Services       | 2/9/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Kendal Grey-Harbin         | OT Services       | 2/16/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Kendal Grey-Harbin         | OT Services       | 2/23/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Mackenzie Smith            | OT Services       | 2/9/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Mackenzie Smith            | OT Services       | 2/16/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Alien Nguyen       | 3269      | NorCal | Mackenzie Smith (n/s)      | OT Services       | 2/23/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Albert Litvin      | 3269      | NorCal | Danetris Thompson          | IEP Meeting       | 2/20/24      | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.0              |
| Alejandra Anoncal  | 3269      | NorCal | Natalie Samuels            | IEP Meeting       | 2/12/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.0              |
| Alyce Rouse        | 3269      | NorCal | Kaitlynn Coleman           | Speech Assessment | 1/22/24      | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.0              |
| Alyssa Guerrero    | 3269      | NorCal | Abigail Sturdivant         | IEP Meeting       | 2/6/24       | 1.00                | 1                         | 100        | \$100.00               |                | \$0.0              |
| Alyssa Guerrero    | 3269      | NorCal | Isaiah Ryans               | IEP Meeting       | 2/22/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Aiselyn Batt               | 510               | 2/5/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Aiselyn Batt               | 510               | 2/26/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Alice Timney               | 510               | 2/8/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Devin Ingram               | IEP Meeting       | 2/5/24       | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Eric Carey                 | 510               | 2/7/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Eric Carey                 | 510               | 2/14/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Eric Carey                 | 510               | 2/21/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Eric Carey                 | 510               | 2/28/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Jerry Burns                | 510               | 2/5/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Jerry Burns                | 510               | 2/23/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Jerry Burns                | 515               | 2/7/24       | 0.75                | 1                         | 95         | \$95.00                |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Jerry Burns                | 515               | 2/14/24      | 0.75                | 1                         | 95         | \$95.00                |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Jerry Burns                | 515               | 2/21/24      | 0.75                | 1                         | 95         | \$95.00                |                | \$0.0              |
| manda Olley        | 3269      | NorCal | Jerry Burns                | 520               | 2/5/24       | 0.50                | 1                         | 120        | \$120.00               |                | \$0.0              |
| Amanda Olley       | 3269      | NorCal | Lella Striplin             | 510               | 2/23/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Alicia Lyding              | DHHT Services     | 2/8/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Alicia Lyding              | DHHT Services     | 2/15/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Alicia Lyding (n/s)        | DHHT Services     | 2/22/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | David Collins              | IEP Meeting       | 2/15/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst             | DHHT Services     | 2/6/24       | 1.00                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst             | DHHT Services     | 2/8/24       | 1.00                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst             | DHHT Services     | 2/20/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst             | DHHT Services     | 2/22/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst             | DHHT Services     | 2/27/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst             | IEP Meeting       | 2/9/24       | 1.00                | 1                         | 100        | \$100.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst (n/s)       | DHHT Services     | 2/13/24      | 1.00                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jahanara Hurst (n/s)       | DHHT Services     | 2/15/24      | 1.00                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Jaylenn Gonzales           | DHHT Services     | 2/6/24       | 1.00                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Angelica Diaz      | 3269      | NorCal | Nicholas Gemora            | DHHT Services     | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Ashia Fathima Mubarak Syed | OT Services       | 2/13/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Ashia Fathima Mubarak Syed | OT Services       | 2/20/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Ashia Fathima Mubarak Syed | OT Services       | 2/27/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Edgar Barajas (n/s)        | OT Services       | 2/13/24      | 0.25                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Ezekiel Victorino          | OT Services       | 2/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Ezekiel Victorino (n/s)    | OT Services       | 2/14/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/5/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/12/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/26/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Frank Gorman               | OT Services       | 2/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Imere Washington           | OT Services       | 2/12/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |
| Ariana Vista       | 3269      | NorCal | Imere Washington           | OT Services       | 2/26/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.0              |

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|               |      |        |                              |                 |           |      |     |     |          |  |        |
|---------------|------|--------|------------------------------|-----------------|-----------|------|-----|-----|----------|--|--------|
| Emily Chupek  | 3269 | NorCal | Royal Steen                  | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/15/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | James Edward Perez           | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Janea Atkins                 | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Janea Atkins                 | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Janea Atkins                 | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Liam Engstrom                | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Liam Engstrom                | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Liam Engstrom                | Speech Services | 2/16/2024 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Liam Engstrom                | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Liam Engstrom                | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Liam Engstrom (n/s)          | Speech Services | 2/9/24    | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Mackenzie Smith (n/s)        | Speech Services | 2/23/24   | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez                   | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez                   | Speech Services | 2/13/2024 | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez                   | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez                   | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez                   | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez (n/s)             | Speech Services | 2/7/24    | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez (n/s)             | Speech Services | 2/14/24   | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Neva Perez (n/s)             | Speech Services | 2/20/24   | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Noah Perez                   | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Noah Perez                   | Speech Services | 2/14/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Noah Perez                   | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Noah Perez                   | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Orlando Gutierrez Navarro    | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Orlando Gutierrez Navarro    | Speech Services | 2/15/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Orlando Gutierrez Navarro    | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Orlando Gutierrez Navarro    | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Shyma Barak                  | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Shyma Barak                  | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/9/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/14/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/23/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse               | Speech Services | 2/28/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Skylar Deverse (n/s)         | Speech Services | 2/5/24    | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Issaiah Ryans                | IEP Meeting     | 2/22/24   | 1.00 | 1   | 100 | \$100.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Adrian Juarez-Morrison       | Speech Services | 2/28/24   | 0.42 | 1   | 100 | \$100.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Adrian Juarez-Morrison (n/s) | Speech Services | 2/21/24   | 0.42 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Akasha Clark                 | Speech Services | 2/8/24    | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Akasha Clark                 | Speech Services | 2/22/24   | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Akasha Clark                 | Speech Services | 2/29/24   | 1.00 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Akira Clark                  | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Akira Clark                  | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Akira Clark                  | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Aliya Buchanan               | Speech Services | 2/7/24    | 0.42 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Aliya Buchanan               | Speech Services | 2/14/24   | 0.42 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Aliya Buchanan               | Speech Services | 2/21/24   | 0.42 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Aliya Buchanan               | Speech Services | 2/28/24   | 0.42 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Anthony McKinzy              | Speech Services | 2/8/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Anthony McKinzy              | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Anthony McKinzy              | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Destiny Vargas (n/s)         | Speech Services | 2/12/24   | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Destiny Vargas (n/s)         | Speech Services | 2/26/24   | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas                | Speech Services | 2/5/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas                | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas                | Speech Services | 2/12/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas                | Speech Services | 2/14/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas                | Speech Services | 2/21/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas                | Speech Services | 2/26/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Edgar Barajas (n/s)          | Speech Services | 2/28/24   | 0.50 | 0.5 | 110 | \$55.00  |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Franco Diaz                  | Speech Services | 2/6/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Franco Diaz                  | Speech Services | 2/13/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Franco Diaz                  | Speech Services | 2/20/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Franco Diaz                  | Speech Services | 2/27/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Imere Washington             | Speech Services | 2/16/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Imere Washington             | Speech Services | 2/22/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Imere Washington             | Speech Services | 2/29/24   | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |
| Ericka Panayi | 3269 | NorCal | Jonah Moore                  | Speech Services | 2/7/24    | 0.50 | 1   | 110 | \$110.00 |  | \$0.00 |

|                    |      |        |                       |                                    |           |       |      |     |            |        |          |
|--------------------|------|--------|-----------------------|------------------------------------|-----------|-------|------|-----|------------|--------|----------|
| Evette Rios        | 3269 | NorCal | Jonah Moore           | Speech Services                    | 2/18/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Jonah Moore           | Speech Services                    | 2/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Jonah Moore           | Speech Services                    | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Jonah Moore           | Speech Services                    | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Jonah Moore           | Speech Services                    | 2/28/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Jonah Moore           | Speech Services                    | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lanz Lane             | Speech Services                    | 2/7/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lanz Lane             | Speech Services                    | 2/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lanz Lane             | Speech Services                    | 2/28/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lanz Lane (n/s)       | Speech Services                    | 2/21/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/16/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/7/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez        | Speech Services                    | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Lawrence Lopez (m/u)  | Speech Services                    | 2/19/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Logan Marques         | Speech Services                    | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Logan Marques         | Speech Services                    | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Logan Marques (n/s)   | Speech Services                    | 2/8/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Marco Gutierrez       | Speech Services                    | 2/29/24   | 0.25  | 1    | 110 | \$110.00   |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Marco Gutierrez (n/s) | Speech Services                    | 2/22/24   | 0.25  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Natalie Samuels (n/s) | Speech Services                    | 2/19/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Natalie Samuels (n/s) | Speech Services                    | 2/16/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Natalie Samuels (n/s) | Speech Services                    | 2/26/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Evette Rios        | 3269 | NorCal | Bruce Martin          | 510                                | 2/7/24    | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Gary Ferrer        | 3269 | NorCal | Nathan Cortez         | Nurse Assessments - Travel/Mileage | 2/10/24   | 4.00  | 4    | 110 | \$440.00   | 212.00 | \$142.00 |
| Heather Dockery    | 3269 | NorCal | Nathan Cortez         | Nursing Assessment Flat            | 2/10/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Nathan King           | Nurse Assessments - Travel/Mileage | 2/19/2024 | 4.00  | 4    | 110 | \$440.00   | 226.00 | \$151.4  |
| Heather Dockery    | 3269 | NorCal | Nathan King           | Nursing Assessment Flat            | 2/19/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Raymond Noah Garza    | Nurse Assessments - Travel/Mileage | 2/17/2024 | 2.50  | 2.5  | 110 | \$275.00   | 136.00 | \$91.1   |
| Heather Dockery    | 3269 | NorCal | Raymond Noah Garza    | Nursing Assessment Flat            | 2/17/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Ryan Babel            | Nurse Assessments - Travel/Mileage | 2/24/2024 | 2.00  | 2    | 110 | \$220.00   | 110.00 | \$73.7   |
| Heather Dockery    | 3269 | NorCal | Ryan Babel            | Nursing Assessment Flat            | 2/24/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Skylie McElhenie      | Nurse Assessments - Travel/Mileage | 2/3/24    | 1.20  | 1.2  | 110 | \$132.00   | 72.00  | \$48.2   |
| Heather Dockery    | 3269 | NorCal | Skylie McElhenie      | Nursing Assessment Flat            | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Aliya Buchanan        | Nurse Assessments - Travel/Mileage | 2/17/2024 | 0.43  | 0.43 | 110 | \$47.30    | 14.90  | \$9.9    |
| Heather Dockery    | 3269 | NorCal | Aliya Buchanan        | Nursing Assessment Flat            | 2/17/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Brooklyn Williams     | Nurse Assessments - Travel/Mileage | 2/22/2024 | 0.98  | 0.98 | 110 | \$107.80   | 21.60  | \$14.4   |
| Heather Dockery    | 3269 | NorCal | Brooklyn Williams     | Nursing Assessment Flat            | 2/22/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Carly Abercrombie     | Nurse Assessments - Travel/Mileage | 2/17/2024 | 1.53  | 1.53 | 110 | \$168.30   | 89.10  | \$59.7   |
| Heather Dockery    | 3269 | NorCal | Carly Abercrombie     | Nursing Assessment Flat            | 2/17/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Connor Williams       | Nurse Assessments - Travel/Mileage | 2/17/2024 | 1.30  | 1.3  | 110 | \$143.00   | 75.20  | \$50.3   |
| Heather Dockery    | 3269 | NorCal | Connor Williams       | Nursing Assessment Flat            | 2/17/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Hannah Lewis          | Nurse Assessments - Travel/Mileage | 2/3/24    | 0.40  | 0.4  | 110 | \$44.00    | 12.70  | \$8.5    |
| Heather Dockery    | 3269 | NorCal | Hannah Lewis          | Nursing Assessment Flat            | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Henry Saechao         | Nurse Assessments - Travel/Mileage | 2/17/2024 | 0.45  | 0.45 | 110 | \$49.50    | 17.80  | \$11.9   |
| Heather Dockery    | 3269 | NorCal | Henry Saechao         | Nursing Assessment Flat            | 2/17/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Isaiah Troyano        | Nurse Assessments - Travel/Mileage | 2/4/24    | 4.07  | 4.07 | 110 | \$447.70   | 130.30 | \$87.3   |
| Heather Dockery    | 3269 | NorCal | Isaiah Troyano        | Nursing Assessment Flat            | 2/4/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Jadon Smith           | Nurse Assessments - Travel/Mileage | 2/11/24   | 1.62  | 1.62 | 110 | \$178.20   | 70.00  | \$46.9   |
| Heather Dockery    | 3269 | NorCal | Jadon Smith           | Nursing Assessment Flat            | 2/11/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Khadeejah Ibn         | Nurse Assessments - Travel/Mileage | 2/18/2024 | 2.48  | 2.48 | 110 | \$272.80   | 142.80 | \$95.6   |
| Heather Dockery    | 3269 | NorCal | Khadeejah Ibn         | Nursing Assessment Flat            | 2/18/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Miles Diana-Barham    | Nurse Assessments - Travel/Mileage | 2/11/24   | 3.05  | 3.05 | 110 | \$335.50   | 142.80 | \$95.6   |
| Heather Dockery    | 3269 | NorCal | Miles Diana-Barham    | Nursing Assessment Flat            | 2/11/24   | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Necko Norman          | Nurse Assessments - Travel/Mileage | 2/3/24    | 1.25  | 1.25 | 110 | \$137.50   | 55.90  | \$37.4   |
| Heather Dockery    | 3269 | NorCal | Necko Norman          | Nursing Assessment Flat            | 2/3/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Heather Dockery    | 3269 | NorCal | Ruben Ramos           | Nurse Assessments - Travel/Mileage | 2/18/2024 | 2.00  | 2    | 110 | \$220.00   | 123.00 | \$82.4   |
| Heather Dockery    | 3269 | NorCal | Ruben Ramos           | Nursing Assessment Flat            | 2/18/2024 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Jarena Campbell    | 3269 | NorCal | Robert Frazier        | IEP Meeting                        | 2/7/24    | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Jennifer Han-Rivas | 3269 | NorCal | Abigail Sturdivant    | Speech Assessment                  | 2/29/24   | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Jennifer Han-Rivas | 3269 | NorCal | Connor Williams       | IEP Meeting                        | 2/29/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Jennifer Han-Rivas | 3269 | NorCal | Gordon Newman         | IEP Meeting                        | 2/28/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Jennifer Han-Rivas | 3269 | NorCal | Darlin Perez          | Speech Assessment                  | 2/26/24   | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Jessica Marinelli  | 3269 | NorCal | Lawrence Lopez        | Ed Psych Assessment                | 2/22/24   | n/a   | n/a  | n/a | \$1,950.00 | 104.00 | \$69.6   |
| Jocelyn Herrera    | 3269 | NorCal | Maximiano Dangelo     | IEP Meeting                        | 2/14/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Jocelyn Herrera    | 3269 | NorCal | Maximiano Dangelo     | APE Assessment                     | 2/2/24    | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Aliya Buchanan        | APE Services                       | 2/26/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Aliya Buchanan        | APE Services                       | 2/8/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Lanz Lane             | APE Services                       | 2/9/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Lanz Lane             | APE Services                       | 2/15/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Lanz Lane             | APE Services                       | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Lanz Lane             | APE Services                       | 2/23/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik        | 3269 | NorCal | Lanz Lane             | APE Services                       | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |







|  |                   |        |                        |                   |         |      |      |     |            |        |
|--|-------------------|--------|------------------------|-------------------|---------|------|------|-----|------------|--------|
| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda |                   |        |                        |                   |         |      |      |     |            |        |
| 3269   | Sarah Sabaghzadeh | NorCal | Ronin Ramos            | 515               | 2/20/24 | 0.5  | 1    | 95  | \$95.00    | \$0.00 |
| 3269   | Sarah Sabaghzadeh | NorCal | Ronin Ramos            | 515               | 2/27/24 | 0.5  |      | 95  | \$95.00    | \$0.00 |
| 3269   | Syrdi Shefer      | NorCal | Francio Diaz           | IEP Meeting       | 2/29/24 | 1.00 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Aries Caldwell (n/s)   | 510               | 2/7/24  | 0.83 | 0.5  | 100 | \$50.00    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Aries Caldwell (n/s)   | 510               | 2/14/24 | 0.83 | 0.5  | 100 | \$50.00    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/15/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/16/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/17/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/18/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/19/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/12/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/13/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/14/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/15/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/16/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/20/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/21/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/22/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/23/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/26/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/28/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Brendel Pardue (n/s)   | 515               | 2/29/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Elijah Harris          | 510               | 2/21/24 | 0.50 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Elijah Harris (n/s)    | 510               | 2/7/24  | 0.50 | 0.5  | 100 | \$50.00    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Elijah Harris (n/s)    | 510               | 2/14/24 | 0.50 | 0.5  | 100 | \$50.00    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Elijah Harris (n/s)    | 510               | 2/27/24 | 0.50 | 0.5  | 100 | \$50.00    | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Kendal Grey-Harbin     | 510               | 2/8/24  | 0.50 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Kendal Grey-Harbin     | 510               | 2/22/24 | 0.50 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Kendal Grey-Harbin     | 510               | 2/29/24 | 0.50 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Terrie Schoch     | NorCal | Lillian Rose (no show) | 510               | 2/7/24  | 0.50 | 0.5  | 100 | \$50.00    | \$0.00 |
| 3269   | Yahle Amrian      | NorCal | Julianne Ballei        | IEP Meeting       | 2/9/24  | 1.00 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Yahle Amrian      | NorCal | Ruben Ramos            | IEP Meeting       | 2/29/24 | 1.00 | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Iyanni Smith           | IEP Meeting       | 2/22/24 | 1    | 1    | 100 | \$100.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Johnnie McIntosh       | Speech Assessment | 2/17/24 | 10.5 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00 |
| 3269   | Yanessa Abraham   | NorCal | Noah Ervin             | IEP Meeting       | 2/27/24 |      |      |     |            |        |

BILLING INVOICE

|                 |  |
|-----------------|--|
| Invoice #       | 3300   |
| Invoice Date:   | 3/31/24  |
| Name:           | El Paseo Children's Center Inc                           |
| Mailing Address | 74075 El Paseo Drive, Suite A2B<br>Palm Desert, CA 92260 |
| Telephone       | 760-342-4900   |

|          |  |
|----------|--|
| Bill To: | California Online Public School<br>Attn: La Chelle Carter  |
|          | lacarter@calca.connectionsacademy.org<br>SPED-Finance@californiaops.org<br>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 .67 |
|--------------------|-----------|--------|-----------------------------------|-----------------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|--------------------|
| Adriana Covarubias | 3300      | NorCal | Andrew Palmer                     | OT Services                 | 3/4/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Adriana Covarubias | 3300      | NorCal | Andrew Palmer                     | OT Services                 | 3/11/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Adriana Covarubias | 3300      | NorCal | Andrew Palmer                     | OT Services                 | 3/18/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Adriana Covarubias | 3300      | NorCal | Andrew Palmer                     | OT Services                 | 3/25/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Adriana Covarubias | 3300      | NorCal | Marco Gutierrez                   | OT Services                 | 3/29/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Adriana Covarubias | 3300      | NorCal | Noah Ervin                        | IEP Meeting                 | 3/8/24       | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Abigail Sturdivant                | OT Services                 | 3/8/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Abigail Sturdivant                | OT Services                 | 3/22/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Kendal Grey-Harbin                | OT Services                 | 3/8/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Kendal Grey-Harbin                | OT Services                 | 3/15/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Kendal Grey-Harbin                | OT Services                 | 3/29/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Kendal Grey-Harbin (N/S)          | OT Services                 | 3/1/24       | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Kendal Grey-Harbin (N/S)          | OT Services                 | 3/22/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Mackenzie Smith                   | OT Services                 | 3/8/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Mackenzie Smith                   | OT Services                 | 3/15/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Mackenzie Smith                   | OT Services                 | 3/22/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Mackenzie Smith (N/S)             | OT Services                 | 3/1/24       | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Alien Nguyen       | 3300      | NorCal | Mackenzie Smith (N/S)             | OT Services                 | 3/29/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Alejandra Anoncal  | 3300      | NorCal | Imere Washington                  | IEP Meeting                 | 3/27/24      | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.00             |
| Alejandra Anoncal  | 3300      | NorCal | Logan Marques                     | IEP Meeting                 | 3/18/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Alicia Paoletta    | 3300      | NorCal | Arianna Gonzalez                  | Manifestation Determination | 3/6/24       | n/a                 | n/a                       | n/a        | \$100.00               |                | \$0.00             |
| Alicia Paoletta    | 3300      | NorCal | Carmelia Garcia-Avina             | IEP Meeting                 | 3/12/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Alicia Paoletta    | 3300      | NorCal | Carmelia Garcia-Avina             | Manifestation Determination | 3/10/24      | n/a                 | n/a                       | n/a        | \$100.00               |                | \$0.00             |
| Alicia Paoletta    | 3300      | NorCal | Daphne Flores                     | Manifestation Determination | 3/24/24      | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00             |
| Alicia Paoletta    | 3300      | NorCal | Elijah Harris                     | IEP Meeting                 | 3/13/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Alicia Paoletta    | 3300      | NorCal | Elijah Harris                     | Manifestation Determination | 3/6/24       | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00             |
| Iyce Rouse         | 3300      | NorCal | Jamey Edward Perez                | IEP Meeting                 | 3/20/24      | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.00             |
| Iyce Rouse         | 3300      | NorCal | Katlynn Coleman                   | IEP Meeting                 | 3/8/24       | 0.45                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Iyssa Guerrero     | 3300      | NorCal | Arsnia Fathima Mubarak Syed       | OT Consultation             | 3/20/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Iyssa Guerrero     | 3300      | NorCal | Mackenzie Smith                   | IEP Meeting                 | 3/11/24      | 1.25                | 1.25                      | 100        | \$125.00               |                | \$0.00             |
| Iyssa Guerrero     | 3300      | NorCal | Mackenzie Smith                   | OT Assessment               | 3/11/24      | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00             |
| Iyssa Guerrero     | 3300      | NorCal | Skyler Deverse                    | IEP Meeting                 | 3/20/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| manda Olley        | 3300      | NorCal | Aisley Batt                       | 510                         | 3/4/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| manda Olley        | 3300      | NorCal | Aisley Batt                       | 510                         | 3/25/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| manda Olley        | 3300      | NorCal | Eric Carey                        | 510                         | 3/6/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| manda Olley        | 3300      | NorCal | Eric Carey                        | 510                         | 3/13/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Amanda Olley       | 3300      | NorCal | Eric Carey                        | 510                         | 3/20/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Amanda Olley       | 3300      | NorCal | Eric Carey                        | 510                         | 3/27/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Amanda Olley       | 3300      | NorCal | Leila Striplin                    | 510                         | 3/11/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Amanda Olley       | 3300      | NorCal | Leila Striplin                    | IEP Meeting                 | 3/22/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Amanda Olley       | 3300      | NorCal | Ronin Ramos                       | 515                         | 3/27/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Henry Saechao                     | IEP Meeting                 | 3/29/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Alicia Lyding                     | DHHT Services               | 3/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Alicia Lyding                     | DHHT Services               | 3/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Alicia Lyding                     | DHHT Services               | 3/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Alicia Lyding                     | DHHT Services               | 3/27/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst                    | DHHT Services               | 3/12/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst                    | DHHT Services               | 3/19/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst                    | DHHT Services               | 3/21/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst                    | DHHT Services               | 3/28/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst (N/S)              | DHHT Services               | 3/11/24      | 1.00                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst (N/S)              | DHHT Services               | 3/14/24      | 1.00                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jahanara Hurst (N/S)              | DHHT Services               | 3/26/24      | 1.00                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jaylenn Gonzales                  | DHHT Services               | 3/19/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Jaylenn Gonzales                  | IEP Meeting                 | 3/14/24      | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Nicholas Gemora                   | DHHT Services               | 3/27/24      | 0.33                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Angelica Diaz      | 3300      | NorCal | Nicholas Gemora                   | IEP Meeting                 | 3/20/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00             |
| Annie Hinojos      | 3300      | NorCal | Hollis Campbell                   | ROR                         | 3/14/24      | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Arsnia Fathima Mubarak Syed       | OT Services                 | 3/19/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Arsnia Fathima Mubarak Syed       | OT Services                 | 3/26/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Arsnia Fathima Mubarak Syed (N/S) | OT Services                 | 3/5/24       | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Edgar Barajas (N/S)               | OT Services                 | 3/26/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Ezekiel Victorino                 | OT Services                 | 3/13/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Ezekiel Victorino                 | OT Services                 | 3/27/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Frank Gorman                      | OT Services                 | 3/4/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Frank Gorman                      | OT Services                 | 3/18/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |
| Ariana Vista       | 3300      | NorCal | Frank Gorman                      | OT Services                 | 3/25/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00             |

|                      |      |        |                                    |                                |         |       |      |     |            |        |        |
|----------------------|------|--------|------------------------------------|--------------------------------|---------|-------|------|-----|------------|--------|--------|
| Ariana Visla         | 3300 | NorCal | Frank Gorman                       | OT Services                    | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Imere Washington (N/S)             | OT Services                    | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Imere Washington (N/S)             | OT Services                    | 3/18/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Imere Washington (N/S)             | OT Services                    | 3/25/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Isalah Ryans                       | OT Services                    | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Isalah Ryans                       | OT Services                    | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Isalah Ryans                       | OT Services                    | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Isalah Ryans                       | OT Services                    | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Noah Ervin                         | OT Services                    | 3/7/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Noah Ervin                         | OT Services                    | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Noah Ervin                         | OT Services                    | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Noah Ervin                         | OT Services                    | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Rimah Abed                         | OT Services                    | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Rimah Abed                         | OT Services                    | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Robert Glover                      | OT Services                    | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Robert Glover                      | OT Services                    | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Robert Glover                      | OT Services                    | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Robert Glover                      | OT Services                    | 3/29/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Robert Glover (N/S)                | OT Services                    | 3/8/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Skylar Deverse                     | OT Services                    | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Skylar Deverse                     | OT Services                    | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Ariana Visla         | 3300 | NorCal | Skylar Deverse (N/S)               | OT Services                    | 3/28/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Armando Alvarez Rico | 3300 | NorCal | Mackenzie Smith                    | IEP Meeting                    | 3/11/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00 |
| Danielle Roghair     | 3300 | NorCal | Kaydenoe Breuss                    | IEP Meeting                    | 3/11/24 | 1.00  | 1    | 110 | \$110.00   |        | \$0.00 |
| Denise Reynolds      | 3300 | NorCal | Anakin Gacutan-Custodio            | Nurse Assessments-Travel/Milea | 3/4/24  | 1.50  | 1.5  | 110 | \$165.00   | 74.00  | \$49.5 |
| Denise Reynolds      | 3300 | NorCal | Anakin Gacutan-Custodio            | Nursing Assessment Flat        | 3/4/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00 |
| Denise Reynolds      | 3300 | NorCal | Elijah Aghevisi                    | Nurse Assessments-Travel/Milea | 3/8/24  | 0.50  | 0.5  | 110 | \$55.00    | 75.00  | \$50.2 |
| Denise Reynolds      | 3300 | NorCal | Elijah Aghevisi                    | Nursing Assessment Flat        | 3/8/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00 |
| Denise Reynolds      | 3300 | NorCal | Johnnie McIntosh                   | Nurse Assessments-Travel/Milea | 3/1/24  | 0.05  | 0.06 | 110 | \$6.60     | 6.00   | \$4.0  |
| Denise Reynolds      | 3300 | NorCal | Johnnie McIntosh                   | Nursing Assessment Flat        | 3/1/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00 |
| Denise Reynolds      | 3300 | NorCal | Jonathan Moorhead                  | Nurse Assessments-Travel/Milea | 3/16/24 | 0.50  | 0.5  | 110 | \$55.00    | 20.00  | \$13.4 |
| Denise Reynolds      | 3300 | NorCal | Jonathan Moorhead                  | Nursing Assessment Flat        | 3/16/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00 |
| Thiana Cadigan       | 3300 | NorCal | Jack Jackie) Avery                 | DIH Assessment                 | 3/10/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00 |
| Iana Cadigan         | 3300 | NorCal | Iana Cadigan                       | DIH Services                   | 3/4/24  | 1.00  | 1    | 110 | \$110.00   |        | \$0.00 |
| Iana Cadigan         | 3300 | NorCal | Jack Jackie) Avery                 | IEP Meeting                    | 3/27/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00 |
| Iana Cadigan         | 3300 | NorCal | Ryder Andrews                      | DHT Services                   | 3/20/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00 |
| Iana Cary            | 3300 | NorCal | Imere Washington                   | OT Assessment                  | 3/13/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00 |
| Izabeth (Elise) Lee  | 3300 | NorCal | Gabiella Campbell                  | IEP Meeting                    | 3/13/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00 |
| Izabeth (Elise) Lee  | 3300 | NorCal | Isalah Troyano                     | Ed Psych Assessment            | 2/26/24 | 1.00  | n/a  | n/a | \$1,950.00 | 132.20 | \$88.5 |
| Izabeth (Elise) Lee  | 3300 | NorCal | Isalah Troyano                     | IEP Meeting                    | 3/11/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00 |
| Izabeth (Elise) Lee  | 3300 | NorCal | Ryder Andrews                      | Ed Psych Assessment            | 3/24/24 | n/a   | n/a  | n/a | \$1,950.00 | 95.60  | \$64.0 |
| Izabeth Force        | 3300 | NorCal | Mackenzie Smith                    | IEP Meeting                    | 3/29/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00 |
| Izabeth Vosseler     | 3300 | NorCal | Maria Hernandez                    | IEP Meeting                    | 3/28/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00 |
| Izabeth Vosseler     | 3300 | NorCal | Samal Davis                        | IEP Meeting                    | 3/27/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Darius (Zachariah) Drum (Rozegold) | Speech Services                | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Darius (Zachariah) Drum (Rozegold) | Speech Services                | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Darius (Zachariah) Drum (Rozegold) | Speech Services                | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Darius (Zachariah) Drum (Rozegold) | Speech Services                | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Darius (Zachariah) Drum (Rozegold) | Speech Services                | 3/29/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Johnny Atkins                      | Speech Services                | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Johnny Atkins                      | Speech Services                | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Johnny Atkins                      | Speech Services                | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Johnny Atkins                      | Speech Services                | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Johnny Atkins                      | Speech Services                | 3/26/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Kimmy Surfield                     | Speech Services                | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Kimmy Surfield                     | Speech Services                | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Kimmy Surfield                     | Speech Services                | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Kimmy Surfield                     | Speech Services                | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Lorenzo Perez                      | Speech Services                | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Lorenzo Perez                      | Speech Services                | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Lorenzo Perez                      | Speech Services                | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Lorenzo Perez                      | Speech Services                | 3/26/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Iyanni Smith                       | Speech Services                | 3/7/24  | 0.75  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Iyanni Smith                       | Speech Services                | 3/14/24 | 0.75  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Iyanni Smith                       | Speech Services                | 3/21/24 | 0.75  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Iyanni Smith                       | Speech Services                | 3/28/24 | 0.75  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Meisha Hainline                    | Speech Services                | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Meisha Hainline                    | Speech Services                | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Meisha Hainline                    | Speech Services                | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen                        | Speech Services                | 3/7/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/14/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/19/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/26/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/2/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/9/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/16/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/23/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Royal Steen (n/s)                  | Speech Services                | 3/30/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Titus Brown                        | Speech Services                | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |
| Emily Chupek         | 3300 | NorCal | Titus Brown                        | Speech Services                | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00 |



|             |      |        |                           |                                |           |      |      |     |          |         |
|-------------|------|--------|---------------------------|--------------------------------|-----------|------|------|-----|----------|---------|
| Evette Rios | 3300 | NorCal | Franco Diaz               | Speech Services                | 3/14/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Franco Diaz               | Speech Services                | 3/19/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Franco Diaz               | Speech Services                | 3/26/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | I'mere Washington (N/S)   | Speech Services                | 3/14/24   | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | I'mere Washington (N/S)   | Speech Services                | 3/21/24   | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | I'mere Washington (N/S)   | Speech Services                | 3/28/24   | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonah Moore               | Speech Services                | 3/6/24    | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonah Moore               | Speech Services                | 3/14/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonah Moore               | Speech Services                | 3/20/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonah Moore               | Speech Services                | 3/21/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonah Moore               | Speech Services                | 3/27/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonathan Arevalo-Gallardo | Speech Services                | 3/1/24    | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonathan Arevalo-Gallardo | Speech Services                | 3/4/24    | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonathan Arevalo-Gallardo | Speech Services                | 3/18/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonathan Arevalo-Gallardo | Speech Services                | 3/21/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonathan Arevalo-Gallardo | Speech Services                | 3/25/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jonathan Arevalo-Gallardo | Speech Services                | 3/28/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Lanz Lane                 | Speech Services                | 3/20/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Lanz Lane                 | Speech Services                | 3/27/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Lanz Lane (N/S)           | Speech Services                | 3/6/24    | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | Logan Marques             | Speech Services                | 3/14/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Logan Marques             | Speech Services                | 3/21/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Logan Marques             | Speech Services                | 3/28/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Marco Gutierrez           | Speech Services                | 3/14/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Marco Gutierrez           | Speech Services                | 3/15/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Marco Gutierrez           | Speech Services                | 3/21/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Marco Gutierrez           | Speech Services                | 3/28/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Natalie Samuels (N/S)     | Speech Services                | 3/4/24    | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | Natalie Samuels (N/S)     | Speech Services                | 3/18/24   | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | Natalie Samuels (N/S)     | Speech Services                | 3/25/24   | 0.50 | 0.5  | 110 | \$55.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | Bruce Martin              | IEP Meeting                    | 3/11/24   | 1.00 | 1    | 100 | \$100.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Chaz Eastland             | Nurse Assessments-Travel/Milea | 3/9/2024  | 5.50 | 5.5  | 110 | \$605.00 | \$191.6 |
| Evette Rios | 3300 | NorCal | Chaz Eastland             | Nursing Assessment Flat        | 3/9/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Gabriella Campbell        | Nurse Assessments-Travel/Milea | 3/2/24    | 2.00 | 2    | 110 | \$220.00 | \$48.2  |
| Evette Rios | 3300 | NorCal | Gabriella Campbell        | Nursing Assessment Flat        | 3/2/24    | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | I'mere Washington         | Nurse Assessments-Travel/Milea | 3/16/2024 | 2.25 | 2.25 | 110 | \$247.50 | \$87.1  |
| Evette Rios | 3300 | NorCal | I'mere Washington         | Nursing Assessment Flat        | 3/16/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Taylor Dautrich           | Nurse Assessments-Travel/Milea | 3/25/2024 | 2.00 | 2    | 110 | \$220.00 | \$63.6  |
| Evette Rios | 3300 | NorCal | Taylor Dautrich           | Nursing Assessment Flat        | 3/25/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Alijah Van Laeken         | Nurse Assessments-Travel/Milea | 3/16/2024 | 2.43 | 2.43 | 110 | \$267.30 | \$89.7  |
| Evette Rios | 3300 | NorCal | Alijah Van Laeken         | Nursing Assessment Flat        | 3/16/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Arlene Galvan             | Nursing Assessment Flat        | 3/7/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Bradley Zagelow           | Nurse Assessments-Travel/Milea | 3/3/24    | 2.92 | 2.92 | 110 | \$321.20 | \$84.2  |
| Evette Rios | 3300 | NorCal | Bradley Zagelow           | Nursing Assessment Flat        | 3/3/24    | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Calvin Koplow             | Nurse Assessments-Travel/Milea | 3/24/24   | 1.85 | 1.85 | 110 | \$203.50 | \$62.7  |
| Evette Rios | 3300 | NorCal | Calvin Koplow             | Nursing Assessment Flat        | 3/24/24   | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Daylan Krum               | Nurse Assessments-Travel/Milea | 3/16/2024 | 2.35 | 2.35 | 110 | \$258.50 | \$84.4  |
| Evette Rios | 3300 | NorCal | Daylan Krum               | Nursing Assessment Flat        | 3/16/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Dominic Hernandez         | Nurse Assessments-Travel/Milea | 3/9/2024  | 2.40 | 2.4  | 110 | \$264.00 | \$89.9  |
| Evette Rios | 3300 | NorCal | Dominic Hernandez         | Nursing Assessment Flat        | 3/9/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Elias Brown               | Nurse Assessments-Travel/Milea | 3/3/24    | 0.42 | 0.42 | 110 | \$46.20  | \$8.4   |
| Evette Rios | 3300 | NorCal | Elias Brown               | Nursing Assessment Flat        | 3/3/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Hollis Campbell           | Nurse Assessments-Travel/Milea | 3/3/2024  | 1.90 | 1.9  | 110 | \$209.00 | \$40.2  |
| Evette Rios | 3300 | NorCal | Hollis Campbell           | Nursing Assessment Flat        | 3/3/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jai Kearney               | Nurse Assessments-Travel/Milea | 3/20/24   | 1.30 | 1.3  | 110 | \$143.00 | \$41.6  |
| Evette Rios | 3300 | NorCal | Jai Kearney               | Nursing Assessment Flat        | 3/20/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Jake Eastland             | Nurse Assessments-Travel/Milea | 3/16/2024 | 2.68 | 2.68 | 110 | \$294.80 | \$103.8 |
| Evette Rios | 3300 | NorCal | Jake Eastland             | Nursing Assessment Flat        | 3/16/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Janasia Gibbs             | Nurse Assessments-Travel/Milea | 3/9/2024  | 3.20 | 3.2  | 110 | \$352.00 | \$92.4  |
| Evette Rios | 3300 | NorCal | Janasia Gibbs             | Nursing Assessment Flat        | 3/9/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Neviah Babel              | Nurse Assessments-Travel/Milea | 3/9/2024  | 1.50 | 1.5  | 110 | \$165.00 | \$51.1  |
| Evette Rios | 3300 | NorCal | Neviah Babel              | Nursing Assessment Flat        | 3/9/2024  | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Patience Reyes            | Nurse Assessments-Travel/Milea | 3/23/2024 | 2.28 | 2.28 | 110 | \$250.80 | \$70.3  |
| Evette Rios | 3300 | NorCal | Patience Reyes            | Nursing Assessment Flat        | 3/23/24   | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Raedin Shankles           | Nurse Assessments-Travel/Milea | 3/24/24   | 1.53 | 1.53 | 110 | \$168.30 | \$47.5  |
| Evette Rios | 3300 | NorCal | Raedin Shankles           | Nursing Assessment Flat        | 3/24/24   | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Ryder Andrews             | Nurse Assessments-Travel/Milea | 3/24/24   | 2.85 | 2.85 | 110 | \$313.50 | \$83.4  |
| Evette Rios | 3300 | NorCal | Ryder Andrews             | Nursing Assessment Flat        | 3/17/24   | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Sanai Davis               | Nurse Assessments-Travel/Milea | 3/20/24   | 3.35 | 3.35 | 110 | \$368.50 | \$84.4  |
| Evette Rios | 3300 | NorCal | Sanai Davis               | Nursing Assessment Flat        | 3/20/2024 | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Terry Moore               | Nurse Assessments-Travel/Milea | 3/23/2024 | 3.47 | 3.47 | 110 | \$381.70 | \$103.7 |
| Evette Rios | 3300 | NorCal | Terry Moore               | Nursing Assessment Flat        | 3/23/24   | n/a  | n/a  | n/a | \$500.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Aliya Buchanan            | IEP Meeting                    | 3/15/24   | 1.08 | 1.08 | 100 | \$108.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Gordon Newnam             | Speech Services                | 3/7/24    | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Gordon Newnam             | Speech Services                | 3/20/24   | 0.50 | 1    | 110 | \$110.00 | \$0.00  |
| Evette Rios | 3300 | NorCal | Gordon Newnam             | Speech Services                | 3/26/24   | 0.25 | 1    | 110 | \$10.00  | \$0.00  |
| Evette Rios | 3300 | NorCal | I'mere Washington         | IEP Meeting                    | 3/27/24   | 1.50 | 1.5  | 100 | \$150.00 | \$0.00  |



|                    |      |        |                               |                                  |           |       |      |     |            |        |         |
|--------------------|------|--------|-------------------------------|----------------------------------|-----------|-------|------|-----|------------|--------|---------|
| Jennifer Han-Rivas | 3300 | NorCal | I'mere Washington             | Speech Assessment                | 3/26/2024 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Jessica Marinelli  | 3300 | NorCal | Daphne Flores                 | IEP Meeting                      | 3/5/24    | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| JoAnn Boone        | 3300 | NorCal | Ronin Ramos                   | Nursing Assessments-Travel/Milea | 3/2/24    | 2.25  | 2.25 | 110 | \$247.50   | 56.00  | \$37.52 |
| JoAnn Boone        | 3300 | NorCal | Ronin Ramos                   | OT Assessment                    | 3/2/24    | n/a   | n/a  | n/a | \$500.00   |        | \$0.00  |
| Kara Todrank       | 3300 | NorCal | Ziyah Frierson                | OT Assessment                    | 3/15/24   | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Aliya Buchanan                | APE Services                     | 3/18/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Aliya Buchanan                | IEP Meeting                      | 3/15/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/17/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/7/24    | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/8/24    | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/14/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/15/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/21/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/22/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/27/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kasey Galik        | 3300 | NorCal | Lanz Lane                     | APE Services                     | 3/29/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Kate Clark         | 3300 | NorCal | Aliya Buchanan                | IEP Meeting                      | 3/15/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark         | 3300 | NorCal | Henry Saechao                 | Ed Psych Assessment              | 3/6/24    | n/a   | n/a  | n/a | \$1,950.00 | 44.20  | \$29.6  |
| Kate Clark         | 3300 | NorCal | Johanne McIntosh              | IEP Meeting                      | 3/26/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark         | 3300 | NorCal | Malachi Johnston              | IEP Meeting                      | 3/15/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark         | 3300 | NorCal | Nicholas Gemora               | IEP Meeting                      | 3/20/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kate Clark         | 3300 | NorCal | Raymond Garza                 | IEP Meeting                      | 3/5/24    | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kelly Dunn         | 3300 | NorCal | Brooklyn Evans                | IEP Meeting                      | 3/29/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kellie Mendoza     | 3300 | NorCal | Harper Searcy                 | Ed Psych Assessment              | 3/27/24   | n/a   | n/a  | n/a | \$1,950.00 | 76.00  | \$50.9  |
| Kellie Mendoza     | 3300 | NorCal | Leila Striplin                | ERMHS Assessment                 | 3/13/24   | n/a   | n/a  | n/a | \$1,950.00 |        | \$0.00  |
| Kellie Mendoza     | 3300 | NorCal | Harper Searcy (N/S)           | IEP Meeting                      | 3/27/24   | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00  |
| Kimberly Valente   | 3300 | NorCal | Leila Striplin                | IEP Meeting                      | 3/22/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kimberly Valente   | 3300 | NorCal | Carly Abercrombie             | Ed Psych Assessment              | 3/17/24   | n/a   | n/a  | n/a | \$1,950.00 | 36.00  | \$24.1  |
| Kimberly Valente   | 3300 | NorCal | Carly Abercrombie             | IEP Meeting                      | 3/29/2024 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kimberly Valente   | 3300 | NorCal | Connor Williams               | Staffing Meeting                 | 3/11/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kimberly Valente   | 3300 | NorCal | Janasia Gibbs                 | Ed Psych Assessment              | 3/19/24   | n/a   | n/a  | n/a | \$1,950.00 | 170.00 | \$113.9 |
| Kimberly Valente   | 3300 | NorCal | Khadeejah Ibn Abdullah Butler | IEP Meeting                      | 3/26/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Kimberly Valente   | 3300 | NorCal | Khadeejah Ibn Abdullah Butler | Ed Psych Assessment              | 3/9/24    | n/a   | n/a  | n/a | \$1,950.00 | 132.00 | \$88.4  |
| Kimberly Valente   | 3300 | NorCal | Sanai Davis                   | Ed Psych Assessment              | 3/20/24   | n/a   | n/a  | n/a | \$1,950.00 | 132.00 | \$88.4  |
| Kimberly Valente   | 3300 | NorCal | Shalea Dixon                  | Ed Psych Assessment              | 3/1/24    | n/a   | n/a  | n/a | \$1,950.00 | 144.00 | \$96.4  |
| ana Scott          | 3300 | NorCal | Abrielle Rodriguez            | Ed Psych Assessment              | 2/26/24   | n/a   | n/a  | n/a | \$1,950.00 | 6.00   | \$4.0   |
| ana Scott          | 3300 | NorCal | Dominic Hernandez             | Ed Psych Assessment              | 3/9/24    | n/a   | n/a  | n/a | \$1,950.00 | 44.00  | \$29.4  |
| ana Scott          | 3300 | NorCal | I'mere Washington             | Ed Psych Assessment              | 3/14/24   | n/a   | n/a  | n/a | \$1,950.00 | 26.00  | \$17.4  |
| ana Scott          | 3300 | NorCal | I'mere Washington             | IEP Meeting                      | 3/27/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| ana Scott          | 3300 | NorCal | Jonathan Moorthead            | Ed Psych Assessment              | 3/9/24    | n/a   | n/a  | n/a | \$1,950.00 | 64.00  | \$42.8  |
| ana Scott          | 3300 | NorCal | Kynan Gardner                 | IEP Meeting                      | 3/14/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| ana Scott          | 3300 | NorCal | Mackenzie Smith               | Ed Psych Assessment              | 2/28/2024 | n/a   | n/a  | n/a | \$1,950.00 | 12.00  | \$8.0   |
| ana Scott          | 3300 | NorCal | Neviah Babel                  | IEP Meeting                      | 3/27/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| ana Scott          | 3300 | NorCal | Skylie McElheinie             | IEP Meeting                      | 3/4/24    | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| ana Scott          | 3300 | NorCal | Skylie McElheinie             | Ed Psych Assessment              | 3/17/24   | n/a   | n/a  | n/a | \$1,950.00 | 12.00  | \$8.0   |
| Latrina Chavez     | 3300 | NorCal | Bradley Zagelow               | Ed Psych Assessment              | 3/26/24   | n/a   | n/a  | n/a | \$1,950.00 | 90.40  | \$60.5  |
| Latrina Chavez     | 3300 | NorCal | Brooklyn Williams             | IEP Meeting                      | 3/13/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Latrina Chavez     | 3300 | NorCal | Chaz Eastland                 | Ed Psych Assessment              | 3/22/24   | n/a   | n/a  | n/a | \$1,950.00 | 230.00 | \$154.1 |
| Latrina Chavez     | 3300 | NorCal | Elias Brown                   | Ed Psych Assessment              | 3/5/24    | n/a   | n/a  | n/a | \$1,950.00 | 61.80  | \$41.4  |
| Latrina Chavez     | 3300 | NorCal | Elias Brown                   | IEP Meeting                      | 3/25/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Lauren Linhoff     | 3300 | NorCal | Isaac Garcia                  | APE Services                     | 3/13/24   | 0.33  | 1    | 110 | \$110.00   |        | \$0.00  |
| Lauren Linhoff     | 3300 | NorCal | Isaac Garcia                  | APE Services                     | 3/25/24   | 0.33  | 1    | 110 | \$110.00   |        | \$0.00  |
| Lauren White       | 3300 | NorCal | Lawrence Lopez                | IEP Meeting                      | 3/13/24   | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Lauren White       | 3300 | NorCal | Skylar Deverse                | IEP Meeting                      | 3/20/24   | 1.00  | 1    | 100 | \$100.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Brooklyn Evans                | OT Services                      | 3/11/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Brooklyn Evans                | OT Services                      | 3/18/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Brooklyn Evans                | OT Services                      | 3/25/24   | 1.00  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Brooklyn Evans (N/S)          | OT Services                      | 3/4/24    | 1.00  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Kaydence Breuss               | OT Services                      | 3/19/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Kaydence Breuss (N/S)         | OT Services                      | 3/5/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Lawrence Lopez                | OT Services                      | 3/7/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Lawrence Lopez                | OT Services                      | 3/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Lawrence Lopez                | OT Services                      | 3/21/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Lawrence Lopez                | OT Services                      | 3/28/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/5/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/7/24    | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/12/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/14/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/19/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/21/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/26/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer       | 3300 | NorCal | Zamayaloren Williams (n/s)    | OT Services                      | 3/28/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Mae Belen Vital    | 3300 | NorCal | Harper Searcy (N/S)           | IEP Meeting                      | 3/27/24   | 0.50  | 0.5  | 110 | \$50.00    |        | \$0.00  |
| Mae Belen Vital    | 3300 | NorCal | Jahanara Hurst                | Speech Services                  | 3/7/24    | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mae Belen Vital    | 3300 | NorCal | Jahanara Hurst                | Speech Services                  | 3/12/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mae Belen Vital    | 3300 | NorCal | Jahanara Hurst                | Speech Services                  | 3/14/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |
| Mae Belen Vital    | 3300 | NorCal | Jahanara Hurst                | Speech Services                  | 3/19/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00  |

|                        |      |        |                      |                 |         |      |      |     |          |        |
|------------------------|------|--------|----------------------|-----------------|---------|------|------|-----|----------|--------|
| Mae Belen Vial         | 3300 | NorCal | Jahanara Hurst       | Speech Services | 3/21/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Jahanara Hurst       | Speech Services | 3/26/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Jahanara Hurst       | Speech Services | 3/28/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Jahanara Hurst (N/S) | Speech Services | 3/5/24  | 1.50 | 0.5  | 110 | \$55.00  | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Nathan King          | IEP Meeting     | 3/17/24 | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/5/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/6/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/12/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/13/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/19/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/20/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/26/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mae Belen Vial         | 3300 | NorCal | Rimah Abed           | Speech Services | 3/27/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Melanie Segrave        | 3300 | NorCal | Noah Ungos           | 515             | 3/7/24  | 0.75 | 1    | 95  | \$95.00  | \$0.00 |
| Melanie Segrave        | 3300 | NorCal | Noah Ungos           | 515             | 3/14/24 | 0.75 | 1    | 95  | \$95.00  | \$0.00 |
| Melanie Segrave        | 3300 | NorCal | Noah Ungos           | 515             | 3/21/24 | 0.75 | 1    | 95  | \$95.00  | \$0.00 |
| Melanie Segrave        | 3300 | NorCal | Noah Ungos           | 515             | 3/28/24 | 0.75 | 1    | 95  | \$95.00  | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Abigail Sturdivant   | Speech Services | 3/11/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Abigail Sturdivant   | Speech Services | 3/25/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Dexter Dixon         | Speech Services | 3/6/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Dexter Dixon         | Speech Services | 3/13/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Dexter Dixon (N/S)   | Speech Services | 3/20/24 | 0.50 | 0.5  | 110 | \$55.00  | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Robert Glover        | Speech Services | 3/6/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Robert Glover        | Speech Services | 3/13/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Robert Glover        | Speech Services | 3/20/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mercedes (Sadie) Allin | 3300 | NorCal | Robert Glover        | Speech Services | 3/27/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Jack (Jackie) Avery  | 510             | 3/4/24  | 0.33 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Jack (Jackie) Avery  | 510             | 3/14/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Josue Garcia         | IEP Meeting     | 3/13/24 | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Mia Arevalo Gallardo | 510             | 3/4/24  | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Mia Arevalo Gallardo | 510             | 3/11/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Mia Arevalo Gallardo | 510             | 3/18/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Mia Arevalo Gallardo | 510             | 3/25/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Mia Arevalo Gallardo | IEP Meeting     | 3/27/24 | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Noah Ervin           | 510             | 3/5/24  | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Noah Ervin           | 510             | 3/12/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Noah Ervin           | 510             | 3/19/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Noah Ervin           | 510             | 3/25/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Noah Ervin           | IEP Meeting     | 3/8/24  | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Ronin Ramos          | 510             | 3/6/24  | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Ronin Ramos          | 510             | 3/13/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mia Frimtzis           | 3300 | NorCal | Ronin Ramos          | 510             | 3/20/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Brooklyn Evans       | APE Services    | 3/4/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Brooklyn Evans       | APE Services    | 3/8/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Brooklyn Evans       | APE Services    | 3/11/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Brooklyn Evans       | APE Services    | 3/18/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Brooklyn Evans       | APE Services    | 3/22/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Brooklyn Evans       | IEP Meeting     | 3/29/24 | 1.25 | 1.25 | 100 | \$125.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Logan Smith          | APE Services    | 3/6/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Logan Smith          | APE Services    | 3/13/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Logan Smith          | APE Services    | 3/20/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Logan Smith          | APE Services    | 3/27/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Madison Smith        | APE Services    | 3/6/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Madison Smith        | APE Services    | 3/13/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Madison Smith        | APE Services    | 3/20/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Michael Saunders       | 3300 | NorCal | Madison Smith        | APE Services    | 3/27/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Mikayla Bell (Schramm) | 3300 | NorCal | Anthony McKinzy      | IEP Meeting     | 3/14/24 | 1.00 | 1    | 100 | \$100.00 | \$0.00 |
| Mikayla Bell (Schramm) | 3300 | NorCal | Daphne Flores        | IEP Meeting     | 3/27/24 | 0.50 | 1    | 100 | \$100.00 | \$0.00 |
| Mikayla Bell (Schramm) | 3300 | NorCal | Darin Perez          | IEP Meeting     | 3/18/24 | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Monique Nguyen         | 3300 | NorCal | Brooklyn Evans       | IEP Meeting     | 3/29/24 | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Nailah Huston        | OT Services     | 3/15/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Nailah Huston        | OT Services     | 3/5/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Nailah Huston        | OT Services     | 3/26/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Royal Steen (N/S)    | OT Services     | 3/5/24  | 0.50 | 0.5  | 110 | \$55.00  | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Royal Steen (N/S)    | OT Services     | 3/12/24 | 0.50 | 0.5  | 110 | \$55.00  | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Royal Steen (N/S)    | OT Services     | 3/19/24 | 0.50 | 0.5  | 110 | \$55.00  | \$0.00 |
| Myesha Sharpe          | 3300 | NorCal | Royal Steen (N/S)    | OT Services     | 3/26/24 | 0.50 | 0.5  | 110 | \$55.00  | \$0.00 |
| Naomi McCulley         | 3300 | NorCal | Jaxson Jacquez       | 535             | 3/25/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Patricia Renee Crouch  | 3300 | NorCal | Frank Gorman         | IEP Meeting     | 1/30/24 | 1.50 | 1.5  | 100 | \$150.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Andrew Palmer        | Speech Services | 2/21/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Andrew Palmer        | Speech Services | 2/28/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Andrew Palmer        | Speech Services | 3/6/24  | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Andrew Palmer        | Speech Services | 3/13/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Andrew Palmer        | Speech Services | 3/20/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Jack (Jackie) Avery  | Speech Services | 2/21/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |
| Penny Lopez            | 3300 | NorCal | Jack (Jackie) Avery  | Speech Services | 2/28/24 | 0.50 | 1    | 110 | \$110.00 | \$0.00 |

|                   |      |        |                         |                     |         |      |      |     |            |         |
|-------------------|------|--------|-------------------------|---------------------|---------|------|------|-----|------------|---------|
| Penny Lopez       | 3300 | NorCal | Jack (Jackie) Avery     | Speech Services     | 3/6/24  | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Jack (Jackie) Avery     | Speech Services     | 3/13/24 | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Jack (Jackie) Avery     | Speech Services     | 3/20/24 | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Jack (Jackie) Avery     | Speech Services     | 3/27/24 | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Ziyah Frieron           | Speech Services     | 3/6/24  | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Ziyah Frieron           | Speech Services     | 3/13/24 | 0.50 | 1    | 110 | \$110.00   | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Ziyah Frieron (N/S)     | Speech Services     | 2/21/24 | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Ziyah Frieron (N/S)     | Speech Services     | 2/28/24 | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Ziyah Frieron (N/S)     | Speech Services     | 3/20/24 | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Penny Lopez       | 3300 | NorCal | Ziyah Frieron (N/S)     | Speech Services     | 3/27/24 | 0.50 | 0.5  | 110 | \$55.00    | \$0.00  |
| Ryan Grott        | 3300 | NorCal | Logan Marques           | IEP Meeting         | 3/18/24 | 1    | 1    | 100 | \$100.00   | \$0.00  |
| Ryan Grott        | 3300 | NorCal | Mykaelah Campos (N/S)   | FBA Assessment      | 3/17/24 | n/a  | n/a  | n/a | \$90.00    | \$244.9 |
| Sarah Sabaghzadeh | 3300 | NorCal | Gordon Newnam           | 515                 | 3/5/24  | 0.33 | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Gordon Newnam           | 515                 | 3/19/24 | 0.33 | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Isalah Ryans            | 510                 | 3/5/24  | 0.33 | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Isalah Ryans            | 510                 | 3/12/24 | 0.33 | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Isalah Ryans            | 510                 | 3/19/24 | 0.33 | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Isalah Ryans            | 510                 | 3/26/24 | 0.33 | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Logan Marques           | 515                 | 3/4/24  | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Logan Marques           | 515                 | 3/11/24 | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Logan Marques           | 515                 | 3/18/24 | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Logan Marques           | 535                 | 3/4/24  | 0.13 | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Logan Marques           | 535                 | 3/11/24 | 0.13 | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Logan Marques           | 535                 | 3/18/24 | 0.13 | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Makavia Harvey          | 510                 | 3/4/24  | 0.5  | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Makavia Harvey          | 510                 | 3/11/24 | 0.5  | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Makavia Harvey          | 510                 | 3/18/24 | 0.5  | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Makavia Harvey          | 510                 | 3/25/24 | 0.5  | 1    | 100 | \$100.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 515                 | 3/5/24  | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 515                 | 3/12/24 | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 515                 | 3/19/24 | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 515                 | 3/26/24 | 0.5  | 1    | 95  | \$95.00    | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 535                 | 3/5/24  | 0.5  | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 535                 | 3/12/24 | 0.5  | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 535                 | 3/19/24 | 0.5  | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Robert Glover           | 535                 | 3/26/24 | 0.5  | 1    | 110 | \$110.00   | \$0.00  |
| Sarah Sabaghzadeh | 3300 | NorCal | Anakin Gacutan-Custodio | Ed Psych Assessment | 10/7/23 | n/a  | n/a  | n/a | \$1,950.00 | \$37.5  |
| cott Ellis        | 3300 | NorCal | Eric Long               | IEP Meeting         | 1/31/24 | 1.25 | 1.25 | 100 | \$125.00   | \$0.00  |
| hebi Casados      | 3300 | NorCal | Johnnie McIntosh        | IEP Meeting         | 3/26/24 | 1.50 | 1.5  | 100 | \$150.00   | \$0.00  |
| hebi Casados      | 3300 | NorCal | Maximiano Dangelo       | IEP Meeting         | 3/29/24 | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| erie Schoch       | 3300 | NorCal | Daphne Flores           | IEP Meeting         | 3/5/24  | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| erie Schoch       | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/5/24  | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| erie Schoch       | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/6/24  | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| erie Schoch       | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/7/24  | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| erie Schoch       | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/8/24  | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| erie Schoch       | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/11/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/12/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/13/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/14/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/15/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/18/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/19/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/20/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/21/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/22/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/25/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/26/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/27/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/28/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/28/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Brendel Pardue (N/S)    | 515                 | 3/29/24 | 0.88 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Elijah Harris           | 510                 | 2/6/24  | 0.50 | 1    | 100 | \$100.00   | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Elijah Harris (N/S)     | 510                 | 2/13/24 | 0.50 | 0.5  | 100 | \$50.00    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Jerry Burns             | 510                 | 3/19/24 | 0.50 | 1    | 100 | \$100.00   | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Jerry Burns             | 515                 | 3/22/24 | 0.75 | 1    | 95  | \$95.00    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Jerry Burns (N/S)       | 510                 | 3/22/24 | 0.50 | 0.5  | 100 | \$50.00    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Jerry Burns (N/S)       | 515                 | 3/22/24 | 0.75 | 0.5  | 95  | \$47.50    | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Kendal Grey-Harbin      | 510                 | 3/7/24  | 0.50 | 1    | 100 | \$100.00   | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Kendal Grey-Harbin      | 510                 | 3/21/24 | 0.50 | 1    | 100 | \$100.00   | \$0.00  |
| Terrie Schoch     | 3300 | NorCal | Shalea Dixon            | IEP Meeting         | 3/12/24 | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Valhe Amrian      | 3300 | NorCal | Connor Williams         | IEP Meeting         | 3/14/24 | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Valhe Amrian      | 3300 | NorCal | Eric Carey              | IEP Meeting         | 3/5/24  | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Valhe Amrian      | 3300 | NorCal | Jerry Burns             | IEP Meeting         | 3/22/24 | 1.00 | 1    | 100 | \$100.00   | \$0.00  |
| Valhe Amrian      | 3300 | NorCal | Nathan King             | IEP Meeting         | 3/1/24  | 1.50 | 1.5  | 100 | \$150.00   | \$0.00  |
| Valhe Amrian      | 3300 | NorCal | Noah Ervin              | IEP Meeting         | 3/8/24  | 1.50 | 1.5  | 100 | \$150.00   | \$0.00  |

|                   |      |        |                            |                                 |                               |      |                         |     |              |          |           |
|-------------------|------|--------|----------------------------|---------------------------------|-------------------------------|------|-------------------------|-----|--------------|----------|-----------|
| Vanessa Abraham   | 3300 | NorCal | Connor Williams            | IEP Meeting                     | 3/14/24                       | 1.5  | 1.5                     | 100 | \$150.00     |          | \$0.00    |
| Vanessa Abraham   | 3300 | NorCal | Elias Brown                | IEP Meeting                     | 3/25/24                       | 1.5  | 1.5                     | 100 | \$150.00     |          | \$0.00    |
| Vanessa Abraham   | 3300 | NorCal | Elias Brown                | Speech Assessment               | 3/2/24                        | 10.5 | 10.5                    | 110 | \$1,155.00   |          | \$0.00    |
| Vanessa Abraham   | 3300 | NorCal | Kyriah Gardner             | IEP Meeting                     | 3/14/24                       | 1.50 | 1.5                     | 100 | \$150.00     |          | \$0.00    |
| Vanessa Abraham   | 3300 | NorCal | Lorenzo Perez              | IEP Meeting                     | 3/4/24                        | 1    | 1                       | 100 | \$100.00     |          | \$0.00    |
| Vanessa Abraham   | 3300 | NorCal | Natalie Samuels            | IEP Meeting                     | 3/29/24                       | 1    | 1                       | 100 | \$100.00     |          | \$0.00    |
| Vanessa Abraham   | 3300 | NorCal | Noah Ervin                 | IEP Meeting                     | 3/8/24                        | 1.5  | 1.5                     | 100 | \$150.00     |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Daphne Flores              | Speech Services                 | 3/13/24                       | 0.50 | 1                       | 110 | \$110.00     |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Daphne Flores (N/S)        | Speech Services                 | 3/6/24                        | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Daphne Flores (N/S)        | Speech Services                 | 3/20/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Daphne Flores (N/S)        | Speech Services                 | 3/27/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/4/24                        | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/6/24                        | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/11/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/13/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/18/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/25/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Virginia Granados | 3300 | NorCal | Zamayaloren Williams (N/S) | Speech Services                 | 3/27/24                       | 0.50 | 0.5                     | 110 | \$55.00      |          | \$0.00    |
| Yvonne Duarte     | 3300 | NorCal | Liam Engstrom              | 535                             | 3/4/2024                      | 0.50 | 1                       | 110 | \$110.00     |          | \$0.00    |
| Yvonne Duarte     | 3300 | NorCal | Noah Ervin                 | 535                             | 3/8/24                        | 0.50 | 1                       | 110 | \$110.00     |          | \$0.00    |
| Total             |      |        |                            | Total for Service: \$115,659.40 | Total for Mileage: \$2,956.77 |      | Total Due: \$118,616.17 |     | \$115,659.40 | 4,413.09 | \$2,956.7 |

CENCA

BILLING INVOICE

|                 |                                 |          |                                       |
|-----------------|---------------------------------|----------|---------------------------------------|
| Invoice #       | 3270                            | Bill To: | California Online Public School       |
| Invoice Date:   | 2/29/24                         |          | Attn: La Chelle Carter                |
| Name:           | El Paseo Children's Center Inc  |          |                                       |
| Mailing Address | 74075 El Paseo Drive, Suite A2B |          | lcartier@calca.connectionsacademy.org |
|                 | Palm Desert, CA 92260           |          | SPED-Finance@californiaops.org        |
| Telephone       | 760-342-4900                    |          | abathn@calca.connectionsacademy.org   |

| Provider            | Invoice # | Region | Student                    | Service Type                | Service Date | Actual Service | Billable Service in | Hourly Fee | Amount Due for | Miles | Miles Traveled |
|---------------------|-----------|--------|----------------------------|-----------------------------|--------------|----------------|---------------------|------------|----------------|-------|----------------|
| Abigail Smalligan   | 3270      | CENCA  | Adrian Moreno              | IEP Meeting                 | 2/12/24      | 1.00           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Damian Dominguez           | OT Services                 | 2/6/24       | 0.67           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Damian Dominguez           | OT Services                 | 2/20/24      | 0.67           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Isabella Tosti             | OT Services                 | 2/8/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Isabella Tosti             | OT Services                 | 2/15/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Isabella Tosti             | OT Services                 | 2/22/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Isabella Tosti             | OT Services                 | 2/29/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | King Wilson                | OT Services                 | 2/22/24      | 0.42           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | King Wilson (n/s)          | OT Services                 | 2/29/24      | 0.42           | 0.5                 | 110        | \$55.00        |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Lorenzo Fino               | OT Services                 | 2/9/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Lorenzo Fino               | OT Services                 | 2/16/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Lorenzo Fino               | OT Services                 | 2/23/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Adriana Covarrubias | 3270      | CENCA  | Narmi Gohari               | IEP Meeting                 | 2/23/24      | 2.25           | 2.25                | 100        | \$225.00       |       | \$0.00         |
| Alicia Paoletta     | 3270      | CENCA  | Alexander Pratt            | Manifestation Determination | 2/24/24      | n/a            | n/a                 | n/a        | \$750.00       |       | \$0.00         |
| Alyce Rouse         | 3270      | CENCA  | Sophia Millevol            | IEP Meeting                 | 2/27/24      | 1.50           | 1.5                 | 100        | \$150.00       |       | \$0.00         |
| Alyssa Guerrero     | 3270      | CENCA  | Emma DeRoux                | OT Assessment               | 2/28/24      | 10.50          | 10.5                | 110        | \$1,155.00     |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Aiden Tracy                | 510                         | 2/5/24       | 0.50           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Aiden Tracy                | 510                         | 2/26/2024    | 0.50           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Christian Patillo          | 515                         | 2/5/24       | 0.50           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Christian Patillo          | 515                         | 2/14/2024    | 0.50           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Christian Patillo          | 515                         | 2/21/2024    | 0.50           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Christian Patillo          | 515                         | 2/26/2024    | 0.50           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 510                         | 2/6/24       | 0.25           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 510                         | 2/13/24      | 0.25           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 510                         | 2/20/24      | 0.25           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 510                         | 2/27/24      | 0.25           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 515                         | 2/7/24       | 0.33           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 515                         | 2/14/24      | 0.33           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Damian Espinoza            | 515                         | 2/21/24      | 0.33           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Joshua Evans               | 515                         | 2/7/24       | 0.50           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Joshua Evans               | 515                         | 2/21/24      | 0.50           | 1                   | 95         | \$95.00        |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Samuira Aristegui-Lucatero | 510                         | 2/5/24       | 0.50           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Amanda Olley        | 3270      | CENCA  | Samuira Aristegui-Lucatero | 510                         | 2/26/24      | 0.50           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Angelica Diaz       | 3270      | CENCA  | Cymone Canton              | DH Services                 | 2/26/24      | 1.00           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Angelica Diaz       | 3270      | CENCA  | Cymone Canton              | IEP Meeting                 | 2/16/24      | 1.00           | 1                   | 100        | \$100.00       |       | \$0.00         |
| Ariana Vista        | 3270      | CENCA  | Jace Collins               | OT Services                 | 2/26/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Ariana Vista        | 3270      | CENCA  | Narmi Gohari               | OT Services                 | 2/26/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Chelsey Gayle       | 3270      | CENCA  | Jazmine Rivera             | PT Services                 | 2/16/24      | 1.00           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Chelsey Lane        | 3270      | CENCA  | Jeremiah Drake             | APE Services                | 2/9/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Danielle Walker     | 3270      | CENCA  | King Wilson                | IEP Meeting                 | 1/29/24      | 1.50           | 1.5                 | 100        | \$150.00       |       | \$0.00         |
| Danielle Walker     | 3270      | CENCA  | King Wilson                | Speech Assessment           | 1/9/24       | 10.50          | 10.5                | 110        | \$1,155.00     |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/5/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/12/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/19/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/9/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/12/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/26/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/28/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/14/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Christian Patillo          | 535 Student                 | 2/23/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Joshua Evans               | 535 Student                 | 2/3/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Joshua Evans               | 535 Student                 | 2/12/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Eleonora Magri      | 3270      | CENCA  | Joshua Evans (n/s)         | 535 Student                 | 2/12/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Elizabeth Force     | 3270      | CENCA  | Jace Collins               | IEP Meeting                 | 2/6/24       | 1.25           | 1.25                | 100        | \$125.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/6/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/9/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/15/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/16/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/22/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/23/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Elijah Kropf               | Speech Services             | 2/29/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Knella Carter              | Speech Services             | 2/9/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Knella Carter              | Speech Services             | 2/16/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Knella Carter              | Speech Services             | 2/23/24      | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Sophia Correa              | Speech Services             | 2/5/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Sophia Correa              | Speech Services             | 2/7/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |
| Emily Chupek        | 3270      | CENCA  | Sophia Correa              | Speech Services             | 2/9/24       | 0.50           | 1                   | 110        | \$110.00       |       | \$0.00         |

|                      |      |       |                        |                                   |           |       |      |     |            |         |
|----------------------|------|-------|------------------------|-----------------------------------|-----------|-------|------|-----|------------|---------|
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/12/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/14/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/26/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/16/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/21/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/23/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Emily Chupek         | 3270 | CENCA | Sophia Correa          | Speech Services                   | 2/28/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Carmen Schmidt         | Speech Services                   | 2/9/24    | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Carmen Schmidt         | Speech Services                   | 2/15/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Carmen Schmidt         | Speech Services                   | 2/23/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Carmen Schmidt         | Speech Services                   | 2/29/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/5/24    | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/7/24    | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/12/2024 | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/14/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/21/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/26/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Esperanza Perez        | Speech Services                   | 2/28/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Jeremiah Drake         | Speech Services                   | 2/16/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Jeremiah Drake         | Speech Services                   | 2/23/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Jeremiah Drake (n/s)   | Speech Services                   | 2/9/24    | 0.50  | 0.5  | 110 | \$55.00    | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Lorenzo Fino           | Speech Services                   | 2/13/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Lorenzo Fino           | Speech Services                   | 2/16/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Lorenzo Fino           | Speech Services                   | 2/22/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Erika Panayi         | 3270 | CENCA | Lorenzo Fino           | Speech Services                   | 2/29/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evelin Farias-Mirels | 3270 | CENCA | Aaron Gandee           | IEP Meeting                       | 2/23/24   | 1.50  | 1.5  | 100 | \$150.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Damian Dominguez       | Speech Services                   | 2/6/2024  | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Damian Dominguez       | Speech Services                   | 2/13/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Damian Dominguez       | Speech Services                   | 2/20/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Damian Dominguez       | Speech Services                   | 2/27/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Damian Dominguez (n/s) | Speech Services                   | 2/29/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Damian Dominguez (n/s) | Speech Services                   | 2/6/24    | 0.50  | 0.5  | 110 | \$55.00    | \$0.00  |
| Evette Rios          | 3270 | CENCA | Joshua Evans           | Speech Services                   | 2/8/24    | 1.00  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Joshua Evans           | Speech Services                   | 2/22/24   | 1.00  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Joshua Evans           | Speech Services                   | 2/29/24   | 1.00  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Khoe Carter            | Speech Services                   | 2/26/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Khoe Carter (n/s)      | Speech Services                   | 2/12/24   | 0.50  | 0.5  | 110 | \$55.00    | \$0.00  |
| Evette Rios          | 3270 | CENCA | Martin Gonzalez        | Speech Services                   | 2/7/24    | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Martin Gonzalez        | Speech Services                   | 2/12/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Martin Gonzalez        | Speech Services                   | 2/14/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Martin Gonzalez        | Speech Services                   | 2/21/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Martin Gonzalez        | Speech Services                   | 2/26/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Evette Rios          | 3270 | CENCA | Martin Gonzalez        | Speech Services                   | 2/28/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Christian Patillo      | Speech Services                   | 2/8/24    | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Christian Patillo      | Speech Services                   | 2/15/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Christian Patillo      | Speech Services                   | 2/22/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Christian Patillo      | Speech Services                   | 2/29/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Javier Godinez         | Speech Services                   | 2/15/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Javier Godinez         | Speech Services                   | 2/22/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jennifer Han Rivas   | 3270 | CENCA | Javier Godinez         | Speech Services                   | 2/29/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Jessica Marinelli    | 3270 | CENCA | Emma DeRoux            | Speech Assessment                 | 2/29/24   | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00  |
| Kacy McCalla         | 3270 | CENCA | Ivy Rhynie             | FBA                               | 2/23/24   | n/a   | n/a  | n/a | \$1,950.00 | \$39.40 |
| Kacy McCalla         | 3270 | CENCA | Robert Robinson        | FBA                               | 2/7/24    | n/a   | n/a  | n/a | \$1,950.00 | \$70.00 |
| Kant Smith           | 3270 | CENCA | Lane Licon             | Nurse Assessments-Travel/Mileage  | 2/26/24   | 0.50  | 0.5  | 110 | \$55.00    | \$4.02  |
| Kant Smith           | 3270 | CENCA | Lane Licon             | Nursing Assessment Flat           | 2/26/24   | n/a   | n/a  | n/a | \$500.00   | \$0.00  |
| Kant Smith           | 3270 | CENCA | Logan Licon            | Nurse Assessments-Travel/Mileage  | 2/20/24   | 0.50  | 0.5  | 110 | \$55.00    | \$4.02  |
| Kant Smith           | 3270 | CENCA | Logan Licon            | Nursing Assessment Flat           | 2/20/24   | n/a   | n/a  | n/a | \$500.00   | \$0.00  |
| Kant Smith           | 3270 | CENCA | Matthew Tome           | Nursing Assessment Flat           | 2/6/24    | 1.33  | 1.33 | 110 | \$146.30   | \$17.42 |
| Kant Smith           | 3270 | CENCA | Matthew Tome           | Nursing Assessment Flat           | 2/6/24    | n/a   | n/a  | n/a | \$500.00   | \$0.00  |
| Kant Smith           | 3270 | CENCA | Noah Curiel            | Nurse Assessments-Travel/Mileage  | 2/13/24   | 1.50  | 1.5  | 110 | \$165.00   | \$28.14 |
| Kant Smith           | 3270 | CENCA | Noah Curiel            | Nursing Assessment Flat           | 2/13/24   | n/a   | n/a  | n/a | \$500.00   | \$0.00  |
| Kant Smith           | 3270 | CENCA | Scion Sumlin           | Nurse Assessments-Travel/Mileage  | 2/28/24   | 1.33  | 1.33 | 110 | \$146.30   | \$24.12 |
| Kant Smith           | 3270 | CENCA | Scion Sumlin           | Nursing Assessment Flat           | 2/28/24   | n/a   | n/a  | n/a | \$500.00   | \$0.00  |
| Kasey Galik          | 3270 | CENCA | Emma DeRoux            | APE Assessment                    | 2/13/24   | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00  |
| Kasey Galik          | 3270 | CENCA | Emma DeRoux            | APE Services                      | 2/9/24    | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Kasey Galik          | 3270 | CENCA | Jayden Ortiz           | APE Services                      | 2/12/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Kate Clark           | 3270 | CENCA | Alexander Pratt        | IEP Meeting                       | 2/23/24   | 0.50  | 1    | 110 | \$110.00   | \$0.00  |
| Kate Clark           | 3270 | CENCA | Alexander Pratt (n/s)  | 510                               | 2/29/24   | 1.00  | 0.5  | 100 | \$100.00   | \$0.00  |
| Kate Clark           | 3270 | CENCA | Alexander Pratt (n/s)  | 515                               | 2/26/24   | 1.00  | 0.5  | 95  | \$47.50    | \$0.00  |
| Kate Clark           | 3270 | CENCA | Spencer Tubbs (n/s)    | 510                               | 2/26/24   | 0.50  | 0.5  | 100 | \$50.00    | \$0.00  |
| Katherine McMahon    | 3270 | CENCA | Aaron Gandee           | Nursing Assessment-Travel/Mileage | 1/31/24   | 2.00  | 2    | 110 | \$220.00   | \$37.70 |
| Katherine McMahon    | 3270 | CENCA | Aaron Gandee           | Nursing Assessment Flat           | 1/31/24   | n/a   | n/a  | n/a | \$500.00   | \$73.70 |

|                           |      |       |                            |                                  |           |      |      |     |     |            |        |          |
|---------------------------|------|-------|----------------------------|----------------------------------|-----------|------|------|-----|-----|------------|--------|----------|
| Katherine McMahon         | 3270 | CENCA | Dylan Bartel               | Nurse Assessments-Travel/Mileage | 2/22/24   | 0.50 | n/a  | 0.5 | 110 | \$55.00    | 6.80   | \$4.56   |
| Katherine McMahon         | 3270 | CENCA | Dylan Bartel               | Nursing Assessment Flat          | 2/22/24   | n/a  | n/a  | n/a | n/a | \$500.00   |        | \$0.00   |
| Katherine McMahon         | 3270 | CENCA | Jaxon Torrez               | Nurse Assessments-Travel/Mileage | 2/22/24   | 1.50 | 1.5  | 110 | n/a | \$165.00   | 56.00  | \$37.52  |
| Katherine McMahon         | 3270 | CENCA | Jaxon Torrez               | Nursing Assessment Flat          | 2/22/24   | n/a  | n/a  | n/a | n/a | \$500.00   |        | \$0.00   |
| Katherine McMahon         | 3270 | CENCA | Julianne Ros               | Nurse Assessments-Travel/Mileage | 2/22/24   | 1.00 | 1    | 110 | n/a | \$110.00   | 26.60  | \$17.82  |
| Katherine McMahon         | 3270 | CENCA | Julianne Ros               | Nursing Assessment Flat          | 2/22/24   | n/a  | n/a  | n/a | n/a | \$500.00   |        | \$0.00   |
| Katherine McMahon         | 3270 | CENCA | Maddox Stoltz-Ybarra       | Nurse Assessments-Travel/Mileage | 2/12/24   | 2.00 | 2    | 110 | n/a | \$220.00   | 127.20 | \$85.22  |
| Katherine McMahon         | 3270 | CENCA | Maddox Stoltz-Ybarra       | Nursing Assessment Flat          | 2/12/24   | n/a  | n/a  | n/a | n/a | \$500.00   |        | \$0.00   |
| Katherine McMahon         | 3270 | CENCA | Ralph Rubio                | Nurse Assessments-Travel/Mileage | 2/23/24   | 2.00 | 2    | 110 | n/a | \$220.00   | 89.60  | \$60.03  |
| Katherine McMahon         | 3270 | CENCA | Ralph Rubio                | Nursing Assessment Flat          | 2/23/24   | n/a  | n/a  | n/a | n/a | \$500.00   |        | \$0.00   |
| Katherine McMahon         | 3270 | CENCA | Skyilar Taylor             | Nurse Assessments-Travel/Mileage | 2/28/24   | 2.00 | 2    | 110 | n/a | \$220.00   | 106.40 | \$71.29  |
| Katherine McMahon         | 3270 | CENCA | Skyilar Taylor             | Nursing Assessment Flat          | 2/28/24   | n/a  | n/a  | n/a | n/a | \$500.00   |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Bella Buoni                | IEP Meeting                      | 2/22/24   | 1.00 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Emma DeRoux                | AAC Assessment                   | 2/13/24   | n/a  | n/a  | n/a | n/a | \$1,783.00 |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Emma DeRoux                | AT Assessment                    | 2/13/24   | n/a  | n/a  | n/a | n/a | \$1,783.00 |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Jace Collins               | IEP Meeting                      | 2/23/24   | 1.00 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Jace Collins               | IEP Meeting                      | 2/23/24   | 1.00 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Nammi Gohari               | IEP Meeting                      | 2/23/24   | 2.00 | 2    | 100 | n/a | \$200.00   |        | \$0.00   |
| Kelly Dunn                | 3270 | CENCA | Ralph Rubio                | AT Assessment                    | 2/26/24   | n/a  | n/a  | n/a | n/a | \$1,783.00 |        | \$0.00   |
| Kimberly Valente          | 3270 | CENCA | Evan Morales               | IEP Meeting                      | 2/15/24   | 1.25 | 1.25 | 100 | n/a | \$125.00   |        | \$0.00   |
| Kimberly Valente          | 3270 | CENCA | Mia Flores                 | Ed Psych Assessment              | 2/11/24   | n/a  | n/a  | n/a | n/a | \$1,950.00 | 202.00 | \$135.34 |
| Kimberly Valente          | 3270 | CENCA | Jace Collins               | IEP Meeting                      | 2/23/24   | 1.00 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Jace Collins               | Speech Services                  | 2/15/24   | 0.67 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Jace Collins               | Speech Services                  | 2/15/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Jace Collins               | Speech Services                  | 2/22/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zachary DeRoux             | Speech Services                  | 2/27/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zachary DeRoux (n/s)       | Speech Services                  | 2/20/24   | 0.50 | 1    | 110 | n/a | \$55.00    |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zoei Sherin                | IEP Meeting                      | 2/22/24   | 1.00 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zoei Sherin                | Speech Services                  | 2/15/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zoei Sherin                | Speech Services                  | 2/20/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zoei Sherin                | Speech Services                  | 2/29/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Goteili (Williams) | 3270 | CENCA | Zoei Sherin                | Speech Services                  | 2/27/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Lauren Linhoff            | 3270 | CENCA | Martin Gonzalez            | APE Services                     | 2/8/24    | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Linhoff            | 3270 | CENCA | Martin Gonzalez            | APE Services                     | 2/14/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Lauren Linhoff            | 3270 | CENCA | Martin Gonzalez            | IEP Meeting                      | 2/20/24   | 1.00 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Darius Green (n/s)         | OT Services                      | 2/8/24    | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Darius Green (n/s)         | OT Services                      | 2/22/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Emma DeRoux (n/s)          | OT Services                      | 2/15/24   | 0.42 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Emma DeRoux (n/s)          | OT Services                      | 2/12/24   | 0.42 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Emma DeRoux (n/s)          | OT Services                      | 2/6/24    | 0.42 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Esperanza Perez            | OT Services                      | 2/6/24    | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Esperanza Perez            | OT Services                      | 2/13/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Esperanza Perez            | OT Services                      | 2/20/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Esperanza Perez            | OT Services                      | 2/27/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Jeremiah Drake (n/s)       | OT Services                      | 2/13/24   | 0.33 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Jeremiah Drake (n/s)       | OT Services                      | 2/17/24   | 0.33 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Victoria Crutchfield       | OT Services                      | 2/16/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Victoria Crutchfield       | OT Services                      | 2/23/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Victoria Crutchfield (n/s) | OT Services                      | 2/9/24    | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| za Zagayer                | 3270 | CENCA | Zachary DeRoux (n/s)       | OT Services                      | 2/26/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno (n/s)        | Speech Services                  | 2/29/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno              | Speech Services                  | 2/7/24    | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno              | Speech Services                  | 2/8/24    | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno              | Speech Services                  | 2/12/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno              | Speech Services                  | 2/22/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno              | Speech Services                  | 2/28/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno (n/s)        | Speech Services                  | 2/14/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno (n/s)        | Speech Services                  | 2/15/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Adrian Moreno (n/s)        | Speech Services                  | 2/12/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Jude Gonzales              | Speech Services                  | 2/20/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Maebelen Vital            | 3270 | CENCA | Jude Gonzales (n/s)        | Speech Services                  | 2/27/24   | 0.50 | 0.5  | 110 | n/a | \$55.00    |        | \$0.00   |
| Maurisha (Misha) Bertullo | 3270 | CENCA | Sophia Millevoi            | IEP Meeting                      | 2/27/24   | 1.50 | 1.5  | 100 | n/a | \$150.00   |        | \$0.00   |
| Mercedes Alin             | 3270 | CENCA | Yasmeen Alae               | Speech Services                  | 2/15/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Mercedes Alin             | 3270 | CENCA | Yasmeen Alae               | Speech Services                  | 2/12/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Mercedes Alin             | 3270 | CENCA | Yasmeen Alae               | Speech Services                  | 2/26/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Anthony Gutierrez          | 510                              | 2/5/24    | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Anthony Gutierrez          | 510                              | 2/12/2024 | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Anthony Gutierrez          | 510                              | 2/20/2024 | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Anthony Gutierrez          | 510                              | 2/26/2024 | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Darius Green               | 510                              | 2/8/24    | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Darius Green               | 510                              | 2/15/24   | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Darius Green               | 510                              | 2/22/24   | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Mia Frimtiz               | 3270 | CENCA | Darius Green               | 510                              | 2/29/2024 | 0.50 | 1    | 100 | n/a | \$100.00   |        | \$0.00   |
| Michael Saunders          | 3270 | CENCA | Josslynn Beckham           | APE Services                     | 2/21/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |
| Michael Saunders          | 3270 | CENCA | Josslynn Beckham           | APE Services                     | 2/28/24   | 0.50 | 1    | 110 | n/a | \$110.00   |        | \$0.00   |

|                  |      |       |                         |                     |          |       |      |     |            |        |          |
|------------------|------|-------|-------------------------|---------------------|----------|-------|------|-----|------------|--------|----------|
| Michael Saunders | 3270 | CENCA | Nammi Gohari            | APE Services        | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Michael Saunders | 3270 | CENCA | Nammi Gohari            | APE Services        | 2/21/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Michael Saunders | 3270 | CENCA | Nammi Gohari            | APE Services        | 2/28/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Michael Saunders | 3270 | CENCA | Nammi Gohari            | IEP Meeting         | 2/23/24  | 2.00  | 2    | 100 | \$200.00   |        | \$0.00   |
| Patricia Slaback | 3270 | CENCA | Jayden Ortiz            | OI Services         | 2/20/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Patricia Slaback | 3270 | CENCA | Jeremiah Drake          | OI Services         | 2/20/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Patricia Slaback | 3270 | CENCA | Nammi Gohari            | IEP Meeting         | 2/23/24  | 2.00  | 2    | 100 | \$200.00   |        | \$0.00   |
| Patricia Slaback | 3270 | CENCA | Nammi Gohari            | OI Services         | 2/12/24  | 0.25  | 1    | 110 | \$110.00   |        | \$0.00   |
| Patricia Slaback | 3270 | CENCA | Ralph Rubio             | OI Assessment       | 2/28/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero           | Speech Services     | 12/14/23 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero           | Speech Services     | 1/3/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero           | Speech Services     | 1/10/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero           | Speech Services     | 1/24/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero           | Speech Services     | 2/7/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero           | Speech Services     | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Cassidy Otero (n/s)     | Speech Services     | 1/31/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green            | Speech Services     | 12/14/23 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green            | Speech Services     | 1/3/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green            | Speech Services     | 1/10/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green            | Speech Services     | 1/24/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green            | Speech Services     | 2/7/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green            | Speech Services     | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green (m/u 1/17) | Speech Services     | 1/24/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Darius Green (n/s)      | Speech Services     | 1/31/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Emma DeRoux             | Speech Services     | 1/10/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Emma DeRoux             | Speech Services     | 1/17/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Emma DeRoux (n/s)       | Speech Services     | 1/24/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Emma DeRoux (n/s)       | Speech Services     | 1/31/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Emma DeRoux (n/s)       | Speech Services     | 2/7/24   | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Emma DeRoux (n/s)       | Speech Services     | 2/14/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Kenton Wood             | Speech Services     | 1/3/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Kenton Wood             | Speech Services     | 1/10/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Kenton Wood             | Speech Services     | 1/24/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Kenton Wood             | Speech Services     | 1/31/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Kenton Wood             | Speech Services     | 2/7/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez      | 3270 | CENCA | Kenton Wood             | Speech Services     | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| yan Groft        | 3270 | CENCA | Aaron Gandee            | Ed Psych Assessment | 2/8/24   | n/a   | n/a  | n/a | \$1,950.00 | 61.80  | \$41.41  |
| yan Groft        | 3270 | CENCA | David Sansosti          | Ed Psych Assessment | 1/18/24  | n/a   | n/a  | n/a | \$1,950.00 | 82.80  | \$55.48  |
| yan Groft        | 3270 | CENCA | David Sansosti          | IEP Meeting         | 2/12/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| yan Groft        | 3270 | CENCA | Hadley Harden           | Ed Psych Assessment | 1/17/24  | n/a   | n/a  | n/a | \$1,950.00 | 51.20  | \$34.30  |
| yan Groft        | 3270 | CENCA | Hadley Harden           | IEP Meeting         | 2/27/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| yan Groft        | 3270 | CENCA | Jaxon Torrez            | Ed Psych Assessment | 2/16/24  | n/a   | n/a  | n/a | \$1,950.00 | 100.40 | \$67.27  |
| yan Groft        | 3270 | CENCA | Julian Cano             | IEP Meeting         | 1/19/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| yan Groft        | 3270 | CENCA | Julian Rios             | Ed Psych Assessment | 2/29/24  | n/a   | n/a  | n/a | \$1,950.00 | 52.40  | \$35.11  |
| yan Groft        | 3270 | CENCA | Sophia Millevoi         | Ed Psych Assessment | 1/16/24  | n/a   | n/a  | n/a | \$1,950.00 | 83.30  | \$55.81  |
| Ryan Groft       | 3270 | CENCA | Stoltz Ybarra           | Ed Psych Assessment | 2/13/24  | n/a   | n/a  | n/a | \$1,950.00 | 84.90  | \$56.88  |
| Ryan Groft       | 3270 | CENCA | Talyn Gallyer           | IEP Meeting         | 1/29/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Ryan Groft       | 3270 | CENCA | Izaca Martinez          | IEP Meeting         | 2/13/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Shelbi Casados   | 3270 | CENCA | Adam Granum             | Speech Services     | 2/15/24  | 0.75  | 1    | 110 | \$110.00   |        | \$0.00   |
| Syndi Shefer     | 3270 | CENCA | Tobias Tracy            | Speech Services     | 2/5/24   | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Syndi Shefer     | 3270 | CENCA | Tobias Tracy            | Speech Services     | 2/12/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Syndi Shefer     | 3270 | CENCA | Tobias Tracy            | Speech Services     | 2/26/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Andrew Reynolds (n/s)   | 515                 | 2/8/24   | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Andrew Reynolds (n/s)   | 515                 | 2/15/24  | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Andrew Reynolds (n/s)   | 515                 | 2/22/24  | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Ivy Rhyme               | 510                 | 2/14/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Ivy Rhyme               | 510                 | 2/21/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Ivy Rhyme (n/s)         | 510                 | 2/7/24   | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Ivy Rhyme (n/s)         | 510                 | 2/28/24  | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Terri Schoch     | 3270 | CENCA | Nammi Gohari (n/s)      | 510                 | 2/29/24  | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | Cymone Canton           | IEP Meeting         | 2/16/24  | 1     | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | David Church            | Ed Psych Assessment | 2/4/24   | n/a   | n/a  | n/a | \$1,950.00 | 6.00   | \$4.02   |
| Vahe Amnian      | 3270 | CENCA | David Church            | IEP Meeting         | 2/26/24  | 1     | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | Dorien Thornton         | Ed Psych Assessment | 2/4/24   | n/a   | n/a  | n/a | \$1,950.00 | 154.00 | \$103.18 |
| Vahe Amnian      | 3270 | CENCA | Emma DeRoux             | Ed Psych Assessment | 2/18/24  | n/a   | n/a  | n/a | \$1,950.00 | 238.00 | \$159.46 |
| Vahe Amnian      | 3270 | CENCA | Jazelyn Benitez         | IEP Meeting         | 2/23/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | Jenny Mora              | IEP Meeting         | 2/16/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | Lane Licon              | Ed Psych Assessment | 2/19/24  | n/a   | n/a  | n/a | \$1,950.00 | 0.00   | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | Lane Licon              | IEP Meeting         | 2/28/24  | 1     | 1    | 100 | \$100.00   |        | \$0.00   |
| Vahe Amnian      | 3270 | CENCA | Logan Licon             | Ed Psych Assessment | 2/19/24  | n/a   | n/a  | n/a | \$1,950.00 | 202.00 | \$135.34 |
| Vahe Amnian      | 3270 | CENCA | Matthew Tome            | Ed Psych Assessment | 2/3/24   | n/a   | n/a  | n/a | \$1,950.00 | 184.00 | \$123.28 |
| anessa Abraham   | 3270 | CENCA | Nammi Gohari            | IEP Meeting         | 2/23/24  | 2     | 2    | 100 | \$200.00   |        | \$0.00   |
| iginia Granados  | 3270 | CENCA | Jaxon Torrez            | Speech Assessment   | 2/22/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
|                  | 3270 | CENCA | Aaron Moreno            | Speech Services     | 2/14/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |



|                   |      |       |                    |                                |                               |                        |     |         |             |  |            |
|-------------------|------|-------|--------------------|--------------------------------|-------------------------------|------------------------|-----|---------|-------------|--|------------|
| Virginia Granados | 3270 | CENCA | Aaron Moreno       | Speech Services                | 2/21/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Virginia Granados | 3270 | CENCA | Aaron Moreno       | Speech Services                | 2/7/24                        | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Virginia Granados | 3270 | CENCA | Aaron Moreno       | Speech Services                | 2/22/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Virginia Granados | 3270 | CENCA | Aaron Moreno       | Speech Services                | 2/28/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Virginia Granados | 3270 | CENCA | Aaron Moreno       | Speech Services                | 2/29/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Virginia Granados | 3270 | CENCA | Aaron Moreno (n/s) | Speech Services                | 2/6/24                        | 0.50                   | 0.5 | 110     | \$55.00     |  | \$0.00     |
| Virginia Granados | 3270 | CENCA | Travis Johnson     | Speech Services                | 2/28/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 1/16/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 1/18/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 1/22/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 2/5/24                        | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 2/6/24                        | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 2/13/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 2/20/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Yvonne Duarte     | 3270 | CENCA | Lorenzo Fino       | 535 Behavior                   | 2/26/24                       | 0.50                   | 1   | 110     | \$110.00    |  | \$0.00     |
| Total             |      |       |                    | Total for Service: \$77,861.60 | Total for Mileage: \$1,521.03 | Total Due: \$79,382.63 |     | 2270.20 | \$77,861.60 |  | \$1,521.03 |

|                 |  |
|-----------------|--|
| Invoice #       | 3301   |
| Invoice Date:   | 3/31/24  |
| Name:           | El Paseo Children's Center Inc.                          |
| Mailing Address | 74075 El Paseo Drive, Suite A2B<br>Palm Desert, CA 92260 |
| Telephone       | 760-342-4900   |

|          |   |
|----------|---|
| Bill To: | California Online Public School<br>Attn: La Chelle Carter   |
|          | lacarter@calca.connectionsacademy.org<br>SPED-Finance@californiops.org<br>abathn@calca.connectionsacademy.org |

| Provider            | Invoice # | Region | Student                    | Service Type                     | Service Date | Actual Service Time | Billable Service in Hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .67 |
|---------------------|-----------|--------|----------------------------|----------------------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Adriana Covarrubias | 3301      | CENCA  | Damian Dominguez           | OT Services                      | 3/5/24       | 0.67                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Damian Dominguez           | OT Services                      | 3/21/24      | 0.67                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Isabella Tosti             | OT Services                      | 3/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Isabella Tosti             | OT Services                      | 3/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Isabella Tosti             | OT Services                      | 3/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Isabella Tosti             | OT Services                      | 3/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | King Wilson                | OT Services                      | 3/7/24       | 0.42                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | King Wilson                | OT Services                      | 3/14/24      | 0.42                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | King Wilson (n/s)          | OT Services                      | 3/22/24      | 0.42                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Lorenzo Fino               | IEP Meeting                      | 3/15/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Lorenzo Fino               | OT Services                      | 3/1/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Lorenzo Fino               | OT Services                      | 3/8/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Lorenzo Fino               | OT Services                      | 3/13/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarrubias | 3301      | CENCA  | Lorenzo Fino               | OT Services                      | 3/20/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Alicia Paoletta     | 3301      | CENCA  | Christopher Keeling        | IEP Meeting                      | 3/14/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Alicia Paoletta     | 3301      | CENCA  | Christopher Keeling        | Manifestation Determination      | 3/9/24       | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00               |
| Alicia Paoletta     | 3301      | CENCA  | Danien Moore               | Manifestation Determination      | 3/14/24      | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00               |
| Alicia Paoletta     | 3301      | CENCA  | Frankynn Moore             | Manifestation Determination      | 3/23/24      | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00               |
| Alicia Paoletta     | 3301      | CENCA  | Gonzalo Trejo              | Manifestation Determination      | 3/24/24      | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00               |
| Alyssa Guerrero     | 3301      | CENCA  | Zoei Sherin                | OT Assessment                    | 3/22/24      | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00               |
| Alyssa Guerrero     | 3301      | CENCA  | Emma DeRoux                | IEP Meeting                      | 3/4/24       | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.00               |
| Alyssa Guerrero     | 3301      | CENCA  | Jaxon Torrez               | IEP Meeting                      | 3/21/24      | 1.25                | 1.25                      | 100        | \$125.00               |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Aiden Tracy                | 510                              | 3/4/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Aiden Tracy                | 510                              | 3/18/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Anthony Jimenez            | 510                              | 3/7/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Anthony Jimenez            | 510                              | 3/14/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Anthony Jimenez            | 520                              | 3/14/24      | 0.50                | 1                         | 120        | \$120.00               |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Christian Patillo          | 515                              | 3/4/24       | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Christian Patillo          | 515                              | 3/11/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Christian Patillo          | 515                              | 3/18/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Christian Patillo          | 515                              | 3/25/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| manda Olley         | 3301      | CENCA  | Damian Espinoza            | 510                              | 3/5/24       | 0.25                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Damian Espinoza            | 515                              | 3/6/24       | 0.33                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Damian Espinoza            | 515                              | 3/13/24      | 0.33                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Damian Espinoza            | 515                              | 3/20/24      | 0.33                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Damian Espinoza            | 515                              | 3/27/24      | 0.33                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Damian Espinoza            | IEP Meeting                      | 3/11/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Joshua Evans               | 515                              | 3/6/24       | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Joshua Evans               | 515                              | 3/20/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley        | 3301      | CENCA  | Samuira Aristegui-Lucatero | 510                              | 3/4/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Angelica Diaz       | 3301      | CENCA  | Samuira Aristegui-Lucatero | 510                              | 3/18/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Annie Hinojos       | 3301      | CENCA  | Cymone Canton              | DHH Services                     | 3/27/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ariana Vista        | 3301      | CENCA  | Damien Moore               | IEP Meeting                      | 3/25/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Ariana Vista        | 3301      | CENCA  | Jace Collins               | OT Services                      | 3/20/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ariana Vista        | 3301      | CENCA  | Jace Collins               | OT Services                      | 3/25/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ariana Vista        | 3301      | CENCA  | Narmi Gohari               | OT Services                      | 3/4/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ariana Vista        | 3301      | CENCA  | Narmi Gohari (n/s)         | OT Services                      | 3/25/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Amando Alvarez Rico | 3301      | CENCA  | Dylan Bartel               | IEP Meeting                      | 3/28/24      | 1.25                | 1.25                      | 100        | \$125.00               |                | \$0.00               |
| Amando Alvarez Rico | 3301      | CENCA  | Dylan Bartel               | Speech Assessment                | 2/23/24      | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00               |
| Amando Alvarez Rico | 3301      | CENCA  | Lorenzo Fino               | IEP Meeting                      | 3/15/24      | 1.50                | 1.5                       | 100        | \$150.00               |                | \$0.00               |
| Amando Alvarez Rico | 3301      | CENCA  | Zoei Sherin                | Speech Assessment                | 3/5/24       | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00               |
| Beth Hill           | 3301      | CENCA  | Dorien Thornton            | Speech Assessment                | 3/5/24       | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00               |
| BreeAnn Lewis       | 3301      | CENCA  | Taylor Ashoori             | Nurse Assessments-Travel/Mileage | 3/14/24      | 1.00                | 1                         | 110        | \$110.00               | 36.00          | \$24.12              |
| BreeAnn Lewis       | 3301      | CENCA  | Taylor Ashoori             | Nursing Assessment Flat          | 3/14/24      | n/a                 | n/a                       | n/a        | \$500.00               |                | \$0.00               |
| Candice Gayle       | 3301      | CENCA  | Jazmine Rivera             | PT Services                      | 3/11/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Candice Gayle       | 3301      | CENCA  | Jazmine Rivera (n/s)       | PT Services                      | 3/22/24      | 1.00                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Dana Cary           | 3301      | CENCA  | Sophia Millevoi            | OT Assessment                    | 3/21/24      | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00               |
| Eleonora Magri      | 3301      | CENCA  | Christian Patillo          | 535 Student                      | 3/6/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Eleonora Magri      | 3301      | CENCA  | Christian Patillo          | 535 Student                      | 3/11/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Eleonora Magri      | 3301      | CENCA  | Christian Patillo          | 535 Student                      | 3/13/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Eleonora Magri      | 3301      | CENCA  | Christian Patillo          | 535 Student                      | 3/18/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Eleonora Magri      | 3301      | CENCA  | Christian Patillo          | 535 Student                      | 3/20/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| leonora Magri       | 3301      | CENCA  | Christian Patillo          | 535 Student                      | 3/22/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |

|                |      |       |                            |                 |         |      |     |     |          |        |
|----------------|------|-------|----------------------------|-----------------|---------|------|-----|-----|----------|--------|
| Eleonora Magri | 3301 | CENCA | Christian Patillo          | 535 Student     | 3/25/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Eleonora Magri | 3301 | CENCA | Christian Patillo          | 535 Student     | 3/27/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Eleonora Magri | 3301 | CENCA | Christian Patillo (n/s)    | 535 Student     | 3/4/24  | 0.50 | 1   | 110 | \$35.00  | \$0.00 |
| Eleonora Magri | 3301 | CENCA | Joshua Evans               | 535 Student     | 3/22/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Eleonora Magri | 3301 | CENCA | Joshua Evans (n/s)         | 535 Student     | 3/14/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/1/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/7/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/28/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Elijah Kropf               | Speech Services | 3/29/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Knella Carter              | Speech Services | 3/11/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Knella Carter              | Speech Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Knella Carter              | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Knella Carter              | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Knella Carter              | Speech Services | 3/29/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/1/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/8/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/11/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Sophia Correa              | Speech Services | 3/29/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Emily Chupek   | 3301 | CENCA | Camen Schmidt              | Speech Services | 3/7/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Camen Schmidt              | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Camen Schmidt (n/s)        | Speech Services | 3/20/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| rika Panayi    | 3301 | CENCA | Camen Schmidt (n/s)        | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/6/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/11/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/13/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/18/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| rika Panayi    | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/29/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Esperanza Perez            | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Jeremiah Drake             | Speech Services | 3/15/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Jeremiah Drake             | Speech Services | 3/22/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Jeremiah Drake (n/s)       | Speech Services | 3/1/24  | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Jeremiah Drake (n/s)       | Speech Services | 3/8/24  | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Jeremiah Drake (n/s)       | Speech Services | 3/29/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Lorenzo Fino               | Speech Services | 3/7/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Lorenzo Fino               | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Erika Panayi   | 3301 | CENCA | Lorenzo Fino               | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Damian Dominguez           | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Damian Dominguez           | Speech Services | 3/14/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Damian Dominguez           | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Damian Dominguez           | Speech Services | 3/21/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Damian Dominguez           | Speech Services | 3/26/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Damian Dominguez (n/s)     | Speech Services | 3/28/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios    | 3301 | CENCA | Jonathan Diaz (n/s)        | Speech Services | 3/18/24 | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios    | 3301 | CENCA | Jonathan Diaz (n/s)        | Speech Services | 3/25/24 | 1.00 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios    | 3301 | CENCA | Joshua Evans               | Speech Services | 3/14/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Joshua Evans               | Speech Services | 3/21/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Joshua Evans               | Speech Services | 3/28/24 | 1.00 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Khloe Carter               | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Khloe Carter               | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Khloe Carter               | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Khloe Carter (n/s)         | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios    | 3301 | CENCA | Martin Gonzalez            | Speech Services | 3/4/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Martin Gonzalez            | Speech Services | 3/20/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Martin Gonzalez            | Speech Services | 3/25/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Martin Gonzalez            | Speech Services | 3/27/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Martin Gonzalez (n/s)      | Speech Services | 3/18/24 | 0.50 | 0.5 | 110 | \$55.00  | \$0.00 |
| Evette Rios    | 3301 | CENCA | Samaura Anislegui-Lucatero | Speech Services | 3/5/24  | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Samaura Anislegui-Lucatero | Speech Services | 3/12/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |
| Evette Rios    | 3301 | CENCA | Samaura Anislegui-Lucatero | Speech Services | 3/19/24 | 0.50 | 1   | 110 | \$110.00 | \$0.00 |

|                           |      |       |                            |                                  |         |       |      |     |            |        |          |
|---------------------------|------|-------|----------------------------|----------------------------------|---------|-------|------|-----|------------|--------|----------|
| Evette Rios               | 3301 | CENCA | Samaura Aristegui-Lucatero | Speech Services                  | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
|                           | 3301 | CENCA | Christian Patillo          | Speech Services                  | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Christian Patillo          | Speech Services                  | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Christian Patillo (n/s)    | Speech Services                  | 3/21/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Christian Patillo (n/s)    | Speech Services                  | 3/28/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Javier Godinez             | Speech Services                  | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Javier Godinez             | Speech Services                  | 3/9/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Javier Godinez             | Speech Services                  | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jennifer Han Rivas        | 3301 | CENCA | Sophia Miliovi             | Speech Services                  | 3/26/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Jessica Marnelli          | 3301 | CENCA | Emma DeRoux                | IEP Meeting                      | 3/4/24  | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Kacy McCalla              | 3301 | CENCA | Ivy Rhyne                  | IEP Meeting                      | 3/11/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Kacy McCalla              | 3301 | CENCA | Joshua Medrano             | ERMHS Assessment                 | 3/1/24  | n/a   | n/a  | n/a | \$1,950.00 | 55.70  | \$37.32  |
| Kacy McCalla              | 3301 | CENCA | Scion Sumlin               | Ed Psych Assessment              | 3/25/24 | n/a   | n/a  | n/a | \$1,950.00 | 63.80  | \$42.73  |
| Kara Todrank              | 3301 | CENCA | Scion Sumlin               | IEP Meeting                      | 3/26/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Kara Todrank              | 3301 | CENCA | Jaxon Torrez               | OT Assessment                    | 3/13/24 | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Karl Smith                | 3301 | CENCA | Dorien Thornton            | Nurse Assessments-Travel/Mileage | 3/2/24  | 5.00  | 5    | 110 | \$550.00   | 164.00 | \$109.88 |
| Karl Smith                | 3301 | CENCA | Dorien Thornton            | Nursing Assessment Flat          | 3/2/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Karl Smith                | 3301 | CENCA | Emma DeRoux                | Nurse Assessments-Travel/Mileage | 3/2/24  | 1.50  | 1.5  | 110 | \$165.00   | 70.00  | \$46.90  |
| Karl Smith                | 3301 | CENCA | Emma DeRoux                | Nursing Assessment Flat          | 3/2/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Karl Smith                | 3301 | CENCA | Mackenzie Flores           | Nurse Assessments-Travel/Mileage | 3/4/24  | 1.33  | 1.33 | 110 | \$146.30   | 24.00  | \$16.08  |
| Karl Smith                | 3301 | CENCA | Mackenzie Flores           | Nursing Assessment Flat          | 3/4/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Karl Smith                | 3301 | CENCA | Zoey Sherin                | Nurse Assessments-Travel/Mileage | 3/4/24  | 1.00  | 1    | 110 | \$110.00   | 12.00  | \$8.04   |
| Karl Smith                | 3301 | CENCA | Zoey Sherin                | Nursing Assessment Flat          | 3/4/24  | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Kasey Galik               | 3301 | CENCA | Emma DeRoux                | APE Services                     | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik               | 3301 | CENCA | Emma DeRoux                | IEP Meeting                      | 3/4/24  | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Kasey Galik               | 3301 | CENCA | Jayden Ortiz               | APE Services                     | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik               | 3301 | CENCA | Jayden Ortiz               | APE Services                     | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik               | 3301 | CENCA | Jayden Ortiz               | APE Services                     | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kasey Galik               | 3301 | CENCA | Jayden Ortiz               | APE Services                     | 3/22/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Jayden Ortiz               | APE Services                     | 3/29/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 510                              | 3/29/24 | 1.00  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 510                              | 3/11/24 | 1.00  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 510                              | 3/18/24 | 1.00  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 510                              | 3/29/24 | 1.00  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 515                              | 3/4/24  | 1.00  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 515                              | 3/11/24 | 1.00  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 515                              | 3/18/24 | 1.00  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Alexander Pratt (n/s)      | 515                              | 3/29/24 | 1.00  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Spencer Tubbs (n/s)        | 510                              | 3/4/24  | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Spencer Tubbs (n/s)        | 510                              | 3/11/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Spencer Tubbs (n/s)        | 510                              | 3/18/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Kate Clark                | 3301 | CENCA | Spencer Tubbs (n/s)        | 510                              | 3/29/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Katherine McMahon         | 3301 | CENCA | Spencer Tubbs (n/s)        | 510                              | 3/29/24 | 0.50  | 0.5  | 100 | \$50.00    |        | \$0.00   |
| Katherine McMahon         | 3301 | CENCA | Samantha Cuiet-Valverde    | Nurse Assessments-Travel/Mileage | 3/12/24 | 2.00  | 2    | 110 | \$220.00   | 99.20  | \$66.46  |
| Katherine McMahon         | 3301 | CENCA | Samantha Cuiet-Valverde    | Nursing Assessment Flat          | 3/12/24 | n/a   | n/a  | n/a | \$500.00   |        | \$0.00   |
| Kelly Dunn                | 3301 | CENCA | Emma DeRoux                | IEP Meeting                      | 3/4/24  | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Kelly Dunn                | 3301 | CENCA | Ralph Rubio                | IEP Meeting                      | 3/19/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Kimberly Valente          | 3301 | CENCA | Mia Flores                 | IEP Meeting                      | 3/22/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Jace Collins               | Speech Services                  | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Jace Collins               | Speech Services                  | 3/7/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Jace Collins               | Speech Services                  | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Jace Collins               | Speech Services                  | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Jace Collins               | Speech Services                  | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zachary DeRoux (n/s)       | Speech Services                  | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zachary DeRoux (n/s)       | Speech Services                  | 3/12/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zachary DeRoux (n/s)       | Speech Services                  | 3/19/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zachary DeRoux (n/s)       | Speech Services                  | 3/26/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zoey Sherin                | Speech Services                  | 3/7/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zoey Sherin                | Speech Services                  | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zoey Sherin                | Speech Services                  | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zoey Sherin                | Speech Services                  | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zoey Sherin                | Speech Services                  | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Lauren Gotelli (Williams) | 3301 | CENCA | Zoey Sherin                | Speech Services                  | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Liza Zagayer              | 3301 | CENCA | Darius Green (n/s)         | OT Services                      | 3/7/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Liza Zagayer              | 3301 | CENCA | Darius Green (n/s)         | OT Services                      | 3/21/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Liza Zagayer              | 3301 | CENCA | Emma DeRoux (n/s)          | OT Services                      | 3/4/24  | 0.42  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Liza Zagayer              | 3301 | CENCA | Esperanza Perez            | OT Services                      | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Liza Zagayer              | 3301 | CENCA | Esperanza Perez            | OT Services                      | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Liza Zagayer              | 3301 | CENCA | Esperanza Perez            | OT Services                      | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |

|                  |      |       |                            |                   |         |       |      |     |            |  |        |
|------------------|------|-------|----------------------------|-------------------|---------|-------|------|-----|------------|--|--------|
| Liza Zagayer     | 3301 | CENCA | Jeremiah Drake (n/s)       | OT Services       | 3/12/24 | 0.33  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Liza Zagayer     | 3301 | CENCA | Jeremiah Drake (n/s)       | OT Services       | 3/26/24 | 0.33  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Liza Zagayer     | 3301 | CENCA | Victoria Crutchfield       | OT Services       | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Liza Zagayer     | 3301 | CENCA | Victoria Crutchfield       | OT Services       | 3/8/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Liza Zagayer     | 3301 | CENCA | Victoria Crutchfield       | OT Services       | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Liza Zagayer     | 3301 | CENCA | Victoria Crutchfield       | OT Services       | 3/29/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Liza Zagayer     | 3301 | CENCA | Victoria Crutchfield (n/s) | OT Services       | 3/22/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno              | Speech Services   | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno              | Speech Services   | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/6/24  | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/7/24  | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/14/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/21/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/22/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/27/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Adrian Moreno (n/s)        | Speech Services   | 3/28/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Jude Gonzales              | IEP Meeting       | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Jude Gonzales              | Speech Services   | 3/1/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Jude Gonzales              | Speech Services   | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Jude Gonzales              | Speech Services   | 3/15/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Jude Gonzales              | Speech Services   | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Jude Gonzales              | Speech Services   | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | King Wilson                | Speech Services   | 3/19/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | King Wilson                | Speech Services   | 3/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | King Wilson                | Speech Services   | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | King Wilson                | Speech Services   | 3/26/24 | 0.50  | 0.5  | 110 | \$55.00    |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Skylar Taylor              | IEP Meeting       | 3/29/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Skylar Taylor              | Speech Assessment | 3/14/24 | 10.50 | 10.5 | 110 | \$1,155.00 |  | \$0.00 |
| Maebelen Vital   | 3301 | CENCA | Teagan Hunt                | Speech Assessment | 3/25/24 | 10.50 | 10.5 | 110 | \$1,155.00 |  | \$0.00 |
| Mercedes Allin   | 3301 | CENCA | Yasmeen Alae               | Speech Services   | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Mercedes Allin   | 3301 | CENCA | Yasmeen Alae               | Speech Services   | 3/11/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Mercedes Allin   | 3301 | CENCA | Yasmeen Alae               | Speech Services   | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Mercedes Allin   | 3301 | CENCA | Yasmeen Alae               | Speech Services   | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Anthony Gutierrez          | 510               | 3/4/24  | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Anthony Gutierrez          | 510               | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Anthony Gutierrez          | 510               | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Anthony Gutierrez          | 510               | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Darius Green               | 510               | 3/7/24  | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Darius Green               | 510               | 3/14/24 | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Darius Green               | 510               | 3/21/24 | 0.50  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Lane Licon                 | 510               | 3/13/24 | 0.25  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Lane Licon                 | 510               | 3/20/24 | 0.25  | 1    | 100 | \$100.00   |  | \$0.00 |
| la Frimtzis      | 3301 | CENCA | Lane Licon                 | 510               | 3/27/24 | 0.25  | 1    | 100 | \$100.00   |  | \$0.00 |
| Michael Saunders | 3301 | CENCA | Josslynn Beckham           | APE Services      | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Michael Saunders | 3301 | CENCA | Josslynn Beckham           | APE Services      | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Michael Saunders | 3301 | CENCA | Nammi Gohari               | APE Services      | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Michael Saunders | 3301 | CENCA | Nammi Gohari               | APE Services      | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Michael Saunders | 3301 | CENCA | Nammi Gohari               | APE Services      | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Michael Saunders | 3301 | CENCA | Nammi Gohari               | APE Services      | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Myesha Sharpe    | 3301 | CENCA | Damian Espinoza            | IEP Meeting       | 3/11/24 | 1.50  | 1.5  | 100 | \$150.00   |  | \$0.00 |
| Myesha Sharpe    | 3301 | CENCA | Damian Espinoza            | OT Services       | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Patricia Siaback | 3301 | CENCA | Jayden Ortiz               | OI Services       | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Patricia Siaback | 3301 | CENCA | Jeremiah Drake             | OI Services       | 3/25/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Patricia Siaback | 3301 | CENCA | Nammi Gohari               | OI Services       | 3/22/24 | 0.25  | 1    | 110 | \$110.00   |  | \$0.00 |
| Patricia Siaback | 3301 | CENCA | Ralph Rubio                | IEP Meeting       | 3/19/24 | 1.50  | 1.5  | 100 | \$150.00   |  | \$0.00 |
| Patricia Siaback | 3301 | CENCA | Ralph Rubio                | OI Services       | 3/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | IEP Meeting       | 3/26/24 | 1.00  | 1    | 100 | \$100.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | Speech Services   | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | Speech Services   | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | Speech Services   | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | Speech Services   | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | Speech Services   | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Cassidy Otero              | Speech Services   | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Darius Green               | Speech Services   | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Darius Green               | Speech Services   | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Darius Green               | Speech Services   | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Darius Green               | Speech Services   | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Darius Green               | Speech Services   | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Emma DeRoux                | Speech Services   | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Emma DeRoux                | Speech Services   | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Emma DeRoux                | Speech Services   | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Emma DeRoux                | Speech Services   | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |  | \$0.00 |
| Penny Lopez      | 3301 | CENCA | Emma DeRoux                | IEP Meeting       | 3/4/24  | 1.50  | 1.5  | 100 | \$150.00   |  | \$0.00 |

|                   |      |       |                       |                     |                    |      |     |            |             |        |          |
|-------------------|------|-------|-----------------------|---------------------|--------------------|------|-----|------------|-------------|--------|----------|
| Penny Lopez       | 3301 | CENCA | Emma DeRoux (n/s)     | Speech Services     | 3/13/24            | 0.50 | 0.5 | 110        | \$55.00     |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Emma DeRoux (n/s)     | Speech Services     | 3/20/24            | 0.50 | 0.5 | 110        | \$55.00     |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | IEP Meeting         | 3/1/24             | 1.50 | 1.5 | 100        | \$150.00    |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | Speech Services     | 2/21/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | Speech Services     | 2/28/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | Speech Services     | 3/6/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | Speech Services     | 3/13/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | Speech Services     | 3/20/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Penny Lopez       | 3301 | CENCA | Kenton Wood           | Speech Services     | 3/27/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Roxanna Ware      | 3301 | CENCA | Mario Cortez          | IEP Meeting         | 3/18/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Dylan Bartel          | Ed Psych Assessment | 2/25/24            | n/a  | n/a | n/a        | \$1,950.00  |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Dylan Bartel          | IEP Meeting         | 3/28/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Jaxon Torrez          | IEP Meeting         | 3/21/24            | 1.10 | 1.1 | 100        | \$110.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Jullann Rios          | IEP Meeting         | 3/12/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Maddox Stoltz-Ybarra  | IEP Meeting         | 3/26/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Ralph Rubio           | Ed Psych Assessment | 2/20/24            | n/a  | n/a | n/a        | \$1,950.00  | 62.30  | \$41.74  |
| Ryan Groft        | 3301 | CENCA | Ralph Rubio           | IEP Meeting         | 3/19/24            | 1.50 | 1.5 | 100        | \$150.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Robert Robinson       | IEP Meeting         | 3/5/24             | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Skylar Taylor         | Ed Psych Assessment | 3/4/24             | n/a  | n/a | n/a        | \$1,950.00  |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Skylar Taylor         | IEP Meeting         | 3/29/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Ryan Groft        | 3301 | CENCA | Taylor Ashoori        | Ed Psych Assessment | 2/19/24            | n/a  | n/a | n/a        | \$1,950.00  |        | \$0.00   |
| Syndi Shefer      | 3301 | CENCA | Tobias Tracy          | Speech Services     | 3/4/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Syndi Shefer      | 3301 | CENCA | Tobias Tracy          | Speech Services     | 3/18/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Syndi Shefer      | 3301 | CENCA | Tobias Tracy (n/s)    | Speech Services     | 3/11/24            | 0.50 | 0.5 | 110        | \$55.00     |        | \$0.00   |
| Tenri Schoch      | 3301 | CENCA | Ivy Rhyme             | IEP Meeting         | 3/1/24             | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Tenri Schoch      | 3301 | CENCA | Andrew Reynolds (n/s) | 515                 | 3/7/24             | 0.50 | 0.5 | 95         | \$47.50     |        | \$0.00   |
| Tenri Schoch      | 3301 | CENCA | Andrew Reynolds (n/s) | 515                 | 3/14/24            | 0.50 | 0.5 | 95         | \$47.50     |        | \$0.00   |
| Tenri Schoch      | 3301 | CENCA | Andrew Reynolds (n/s) | 515                 | 3/21/24            | 0.50 | 0.5 | 95         | \$47.50     |        | \$0.00   |
| Tenri Schoch      | 3301 | CENCA | Andrew Reynolds (n/s) | 515                 | 3/28/24            | 0.50 | 0.5 | 95         | \$47.50     |        | \$0.00   |
| Valhe Amilian     | 3301 | CENCA | Matthew Tome          | IEP Meeting         | 3/22/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
| Valhe Amilian     | 3301 | CENCA | David Garcia          | IEP Meeting         | 3/8/24             | 1.5  | 1.5 | 100        | \$150.00    |        | \$0.00   |
| Valhe Amilian     | 3301 | CENCA | Emma DeRoux           | IEP Meeting         | 3/4/24             | 1.5  | 1.5 | 100        | \$150.00    |        | \$0.00   |
| Valhe Amilian     | 3301 | CENCA | Mackenzie Flores      | Ed Psych Assessment | 3/23/24            | n/a  | n/a | n/a        | \$1,950.00  | 195.00 | \$130.65 |
| Vanessa Abraham   | 3301 | CENCA | Zoei Sherin           | Ed Psych Assessment | 3/16/24            | n/a  | n/a | n/a        | \$1,950.00  | 98.00  | \$65.86  |
| Virginia Granados | 3301 | CENCA | Jaxon Torrez          | IEP Meeting         | 3/21/24            | 1.50 | 1.5 | 100        | \$150.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Jaxon Torrez (n/s)    | IEP Meeting         | 3/19/24            | 0.50 | 0.5 | 100        | \$50.00     |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/6/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/7/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/13/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/14/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/20/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/21/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/27/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Aaron Moreno          | Speech Services     | 3/28/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 2/28/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 3/6/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 3/8/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 3/13/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 3/15/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 3/20/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Virginia Granados | 3301 | CENCA | Travis Johnson        | Speech Services     | 3/27/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Yvonne Duarte     | 3301 | CENCA | Lorenzo Fino          | 535 Behavior        | 3/5/24             | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Yvonne Duarte     | 3301 | CENCA | Lorenzo Fino          | 535 Behavior        | 3/14/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Yvonne Duarte     | 3301 | CENCA | Lorenzo Fino          | 535 Behavior        | 3/19/24            | 0.50 | 1   | 110        | \$110.00    |        | \$0.00   |
| Yvonne Duarte     | 3301 | CENCA | Lorenzo Fino          | IEP Meeting         | 3/15/24            | 1.00 | 1   | 100        | \$100.00    |        | \$0.00   |
|                   |      | Total |                       | Total for Service:  | Total for Mileage: |      |     | Total Due: | \$63,091.30 | 880.00 | \$589.60 |

|                 |                                 |          |                                       |
|-----------------|---------------------------------|----------|---------------------------------------|
| Invoice #       | 3273                            | Bill To: | California Online Public School       |
| Invoice Date:   | 2/29/24                         |          | Attn: La Chelle Carter                |
| Name:           | El Paseo Children's Center Inc  |          |                                       |
| Mailing Address | 74075 El Paseo Drive, Suite A2B |          | lacarter@calca.connectionsacademy.org |
|                 | Palm Desert, CA 92260           |          | SPED-Finance@californiaops.org        |
| Telephone       | 760-342-4900                    |          | abalin@calca.connectionsacademy.org   |

| Provider           | Invoice # | Region   | Student                     | Service Type                | Service Date | Actual Service Time | Billable Service in hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .67 |
|--------------------|-----------|----------|-----------------------------|-----------------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Abigail Smaligan   | 3273      | CAPOMONT | Gabriela Cruz Ramirez       | Speech Services             | 2/5/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Abigail Smaligan   | 3273      | CAPOMONT | Gabriela Cruz Ramirez (n/s) | Speech Services             | 2/22/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Abigail Smaligan   | 3273      | CAPOMONT | Gabriela Cruz Ramirez (n/s) | Speech Services             | 2/29/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/5/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/8/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/12/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/15/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/22/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/26/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Ashwin Prem                 | OT Services                 | 2/29/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Wesley Evans                | OT Services                 | 2/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Wesley Evans                | OT Consult                  | 2/14/24      | 0.25                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Wesley Evans                | OT Services                 | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Wesley Evans                | OT Services                 | 2/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3273      | CAPOMONT | Wesley Evans                | OT Services                 | 2/9/24       | 0.25                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella (n/s)     | OT Services                 | 2/16/24      | 0.25                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella (n/s)     | OT Services                 | 2/23/24      | 0.25                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Beau Battin                 | IEP Meeting                 | 2/22/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Beau Battin                 | Manifestation Determination | 2/14/24      | n/a                 | n/a                       | n/a        | \$750.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Bowie Parton                | Speech Assessment           | 2/13/24      | 10.50               | 10.5                      | 110        | \$1,155.00             |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | IEP Meeting                 | 2/14/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Paxton OConner              | IEP Meeting                 | 2/28/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Ava Thao                    | 510                         | 2/5/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Dominic Gonzales            | 515                         | 2/26/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Tatiana Alvarez Guerrero    | DHH Services                | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Noah Avicta                 | IEP Meeting                 | 2/16/24      | 0.5                 | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Siyona Ghosh                | IEP Meeting                 | 2/27/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alberto Cortez              | Ed Assessment               | 2/18/24      | n/a                 | n/a                       | n/a        | \$1,950.00             | 113.60         | \$76.11              |
| Adrien Nguyenly    | 3273      | CAPOMONT | Mike Salazar                | IEP Meeting                 | 2/21/24      | 1                   | 1                         | 100        | \$100.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Omega Harris                | Ed Assessment               | 2/12/24      | n/a                 | n/a                       | n/a        | \$1,950.00             | 56.40          | \$37.79              |
| Adrien Nguyenly    | 3273      | CAPOMONT | Omega Harris                | ERMHS Assessment            | 2/12/24      | n/a                 | n/a                       | n/a        | \$1,950.00             |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Tara Rowlands               | Ed Assessment               | 2/9/24       | n/a                 | n/a                       | n/a        | \$1,950.00             | 32.20          | \$21.57              |
| Adrien Nguyenly    | 3273      | CAPOMONT | Allen Watson                | Speech Services             | 2/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Ella Avilla                 | Speech Services             | 2/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/5/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/12/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/26/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Alessandro Grella           | Speech Services             | 2/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Scarlett Hudgins            | Speech Services             | 2/6/24       | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Scarlett Hudgins            | Speech Services             | 2/13/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adrien Nguyenly    | 3273      | CAPOMONT | Scarlett Hudgins            | Speech Services             | 2/20/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |

|                   |      |          |                          |                                  |         |      |      |     |          |        |          |
|-------------------|------|----------|--------------------------|----------------------------------|---------|------|------|-----|----------|--------|----------|
| Ericka Panayi     | 3273 | CAPOMONT | Scarlett Hudgins         | Speech Services                  | 2/27/24 | 1.00 | 1    | 110 | \$110.00 |        | \$0.00   |
| Ericka Panayi     | 3273 | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services                  | 2/8/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Ericka Panayi     | 3273 | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services                  | 2/15/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Ericka Panayi     | 3273 | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services                  | 2/26/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Ericka Panayi     | 3273 | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services                  | 2/29/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Aaliyah Pastoriza (n/s)  | Speech Services                  | 2/9/24  | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Aaliyah Pastoriza (n/s)  | Speech Services                  | 2/16/24 | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Aaliyah Pastoriza (n/s)  | Speech Services                  | 2/23/24 | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem              | Speech Services                  | 2/6/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem              | Speech Services                  | 2/7/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem              | Speech Services                  | 2/12/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem              | Speech Services                  | 2/13/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem              | Speech Services                  | 2/26/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem              | Speech Services                  | 2/27/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Ashwin Prem (n/s)        | Speech Services                  | 2/20/24 | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Jeter Gonzales           | Speech Services                  | 2/8/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Jeter Gonzales           | Speech Services                  | 2/22/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Jeter Gonzales           | Speech Services                  | 2/29/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans             | Speech Services                  | 2/7/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans             | Speech Services                  | 2/8/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans             | Speech Services                  | 2/22/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans             | Speech Services                  | 2/29/24 | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans (n/s)       | Speech Services                  | 2/14/24 | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans (n/s)       | Speech Services                  | 2/21/24 | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Evette Rios       | 3273 | CAPOMONT | Wesley Evans (n/s)       | Speech Services                  | 2/28/24 | 0.50 | 0.5  | 110 | \$55.00  |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Aamiah Johnson           | Nurse Assessments-Travel/Mileage | 2/15/24 | 0.77 | 0.77 | 110 | \$84.70  | 14.30  | \$9.58   |
| Heidi Newton      | 3273 | CAPOMONT | Aamiah Johnson           | Nursing Assessment Flat          | 2/15/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Bowie Parton             | Nurse Assessments-Travel/Mileage | 2/7/24  | 1.72 | 1.72 | 110 | \$189.20 | 59.70  | \$40.00  |
| Heidi Newton      | 3273 | CAPOMONT | Bowie Parton             | Nursing Assessment Flat          | 2/7/24  | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Gilbert Rodriguez        | Nurse Assessments-Travel/Mileage | 2/12/24 | 0.90 | 0.9  | 110 | \$99.00  | 17.60  | \$11.79  |
| Heidi Newton      | 3273 | CAPOMONT | Gilbert Rodriguez        | Nursing Assessment Flat          | 2/12/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Giovanni Escobar Osuna   | Nurse Assessments-Travel/Mileage | 2/16/24 | 2.90 | 2.9  | 110 | \$319.00 | 160.00 | \$107.20 |
| Heidi Newton      | 3273 | CAPOMONT | Giovanni Escobar Osuna   | Nursing Assessment Flat          | 2/16/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Giselle Gonzalez         | Nurse Assessments-Travel/Mileage | 2/10/24 | 0.80 | 0.8  | 110 | \$88.00  | 46.80  | \$31.36  |
| Heidi Newton      | 3273 | CAPOMONT | Giselle Gonzalez         | Nursing Assessment Flat          | 2/10/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Jax Silverman            | Nurse Assessments-Travel/Mileage | 2/18/24 | 0.48 | 0.48 | 110 | \$52.80  | 16.20  | \$10.85  |
| Heidi Newton      | 3273 | CAPOMONT | Jax Silverman            | Nursing Assessment Flat          | 2/18/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Lucas Hernandez          | Nurse Assessments-Travel/Mileage | 2/9/24  | 0.97 | 0.97 | 110 | \$106.70 | 20.80  | \$13.94  |
| Heidi Newton      | 3273 | CAPOMONT | Lucas Hernandez          | Nursing Assessment Flat          | 2/9/24  | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Maurine Salazar          | Nurse Assessments-Travel/Mileage | 2/5/24  | 0.75 | 0.75 | 110 | \$82.50  | 14.70  | \$9.85   |
| Heidi Newton      | 3273 | CAPOMONT | Maurine Salazar          | Nursing Assessment Flat          | 2/5/24  | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Omega Harris             | Nurse Assessments-Travel/Mileage | 2/2/24  | 0.55 | 0.55 | 110 | \$60.50  | 9.10   | \$6.10   |
| Heidi Newton      | 3273 | CAPOMONT | Omega Harris             | Nursing Assessment Flat          | 2/2/24  | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Roven Carvalho           | Nurse Assessments-Travel/Mileage | 2/10/24 | 1.48 | 1.48 | 110 | \$162.80 | 56.20  | \$37.65  |
| Heidi Newton      | 3273 | CAPOMONT | Roven Carvalho           | Nursing Assessment Flat          | 2/10/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Taylor Fitzsimmons       | Nurse Assessments-Travel/Mileage | 2/3/24  | 0.80 | 0.8  | 110 | \$88.00  | 1.10   | \$0.74   |
| Heidi Newton      | 3273 | CAPOMONT | Taylor Fitzsimmons       | Nursing Assessment Flat          | 2/3/24  | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| Heidi Newton      | 3273 | CAPOMONT | Yousef Almaznai          | Nurse Assessments-Travel/Mileage | 2/22/24 | 1.42 | 1.42 | 110 | \$156.20 | 48.80  | \$32.70  |
| Heidi Newton      | 3273 | CAPOMONT | Yousef Almaznai          | Nursing Assessment Flat          | 2/22/24 | n/a  | n/a  | n/a | \$500.00 |        | \$0.00   |
| ennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin          | Speech Services                  | 2/7/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |
| ennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin          | Speech Services                  | 2/8/24  | 0.50 | 1    | 110 | \$110.00 |        | \$0.00   |



|                    |      |          |                            |                   |           |       |      |     |            |       |         |
|--------------------|------|----------|----------------------------|-------------------|-----------|-------|------|-----|------------|-------|---------|
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin            | Speech Services   | 2/14/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin            | Speech Services   | 2/15/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin            | Speech Services   | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin            | Speech Services   | 2/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin            | Speech Services   | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin (m/u)      | Speech Services   | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Jennifer Han-Rivas | 3273 | CAPOMONT | Sakari Franklin (n/s)      | Speech Services   | 2/22/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Jessica Marinelli  | 3273 | CAPOMONT | Giovanni Escobar Osuna     | Speech Assessment | 2/22/24   | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Jessica Marinelli  | 3273 | CAPOMONT | Maurine Salazar            | Speech Assessment | 2/29/24   | 10.50 | 10.5 | 110 | \$1,155.00 |       | \$0.00  |
| Jocelyn Herrera    | 3273 | CAPOMONT | Alezneder Espejel          | Ed Assessment     | 2/28/24   | n/a   | n/a  | n/a | \$1,950.00 | 18.00 | \$12.06 |
| Kate Clark         | 3273 | CAPOMONT | Marcos Magallon Diaz (n/s) | 515               | 2/26/24   | 0.50  | 0.5  | 95  | \$47.50    |       | \$0.00  |
| Kate Clark         | 3273 | CAPOMONT | Marcos Magallon Diaz (n/s) | 515               | 2/29/24   | 0.50  | 0.5  | 95  | \$47.50    |       | \$0.00  |
| Kelly Dunn         | 3273 | CAPOMONT | Alezneder Espejel          | AAC Assessment    | 1/31/24   | n/a   | n/a  | n/a | \$1,783.00 |       | \$0.00  |
| Kelly Dunn         | 3273 | CAPOMONT | Giovanni Escobar Osuna     | AAC Assessment    | 2/13/24   | n/a   | n/a  | n/a | \$1,783.00 |       | \$0.00  |
| Kelly Dunn         | 3273 | CAPOMONT | Paxton OConner             | IEP Meeting       | 2/28/24   | 1.00  | 1    | 100 | \$100.00   |       | \$0.00  |
| Lauren White       | 3273 | CAPOMONT | Alessandro Grella          | IEP Meeting       | 2/14/24   | 1.50  | 1.5  | 100 | \$150.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Daniel Rodriguez (n/s)     | OT Services       | 2/22/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Daniel Rodriguez (n/s)     | OT Services       | 2/29/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Jeter Gonzales             | OT Services       | 2/7/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Jeter Gonzales             | OT Services       | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Jeter Gonzales             | OT Services       | 2/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Jeter Gonzales (n/s)       | OT Services       | 2/14/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Paxton OConner             | OT Services       | 2/15/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Paxton OConner             | OT Services       | 2/22/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Paxton OConner             | OT Services       | 2/29/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Paxton OConner (n/s)       | OT Services       | 2/8/24    | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Liza Zagayer       | 3273 | CAPOMONT | Scarlett Hudgins           | OT Services       | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Lae Belen Vital    | 3273 | CAPOMONT | Zion Felix                 | Speech Services   | 2/6/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Lae Belen Vital    | 3273 | CAPOMONT | Zion Felix                 | Speech Services   | 2/13/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Lae Belen Vital    | 3273 | CAPOMONT | Zion Felix                 | Speech Services   | 2/20/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mae Belen Vital    | 3273 | CAPOMONT | Zion Felix                 | Speech Services   | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mae Belen Vital    | 3273 | CAPOMONT | Zion Felix                 | Speech Services   | 2/26/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mae Belen Vital    | 3273 | CAPOMONT | Zion Felix                 | Speech Services   | 2/27/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mae Belen Vital    | 3273 | CAPOMONT | Zion Felix (n/s)           | Speech Services   | 2/7/24    | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Mae Belen Vital    | 3273 | CAPOMONT | Zion Felix (n/s)           | Speech Services   | 2/14/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Mae Belen Vital    | 3273 | CAPOMONT | Zion Felix (n/s)           | Speech Services   | 2/28/24   | 0.50  | 0.5  | 110 | \$55.00    |       | \$0.00  |
| Melanie Segrave    | 3273 | CAPOMONT | Tatiana Alvarez Guerrero   | 510               | 2/5/24    | 0.75  | 1    | 100 | \$100.00   |       | \$0.00  |
| Melanie Segrave    | 3273 | CAPOMONT | Tatiana Alvarez Guerrero   | 510               | 2/7/24    | 0.75  | 1    | 100 | \$100.00   |       | \$0.00  |
| Melanie Segrave    | 3273 | CAPOMONT | Tatiana Alvarez Guerrero   | 510               | 2/14/24   | 0.75  | 1    | 100 | \$100.00   |       | \$0.00  |
| Melanie Segrave    | 3273 | CAPOMONT | Tatiana Alvarez Guerrero   | 510               | 2/21/24   | 0.75  | 1    | 100 | \$100.00   |       | \$0.00  |
| Melanie Segrave    | 3273 | CAPOMONT | Tatiana Alvarez Guerrero   | 510               | 2/28/24   | 0.75  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mercedes Allin     | 3273 | CAPOMONT | Paxton OConner             | Speech Services   | 2/7/24    | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mercedes Allin     | 3273 | CAPOMONT | Paxton OConner             | Speech Services   | 2/14/2024 | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mercedes Allin     | 3273 | CAPOMONT | Paxton OConner             | Speech Services   | 2/21/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mercedes Allin     | 3273 | CAPOMONT | Paxton OConner             | Speech Services   | 2/28/24   | 0.50  | 1    | 110 | \$110.00   |       | \$0.00  |
| Mia Frimtizis      | 3273 | CAPOMONT | Elena Klenk                | 510               | 2/28/24   | 0.75  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtizis      | 3273 | CAPOMONT | Elena Klenk                | 520               | 2/28/24   | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtizis      | 3273 | CAPOMONT | Elena Klenk                | 520               | 2/29/24   | 0.50  | 1    | 120 | \$120.00   |       | \$0.00  |
| Mia Frimtizis      | 3273 | CAPOMONT | Gabriela Cruz Ramirez      | 510               | 2/6/24    | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtizis      | 3273 | CAPOMONT | Gabriela Cruz Ramirez      | 510               | 2/14/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |
| Mia Frimtizis      | 3273 | CAPOMONT | Gabriela Cruz Ramirez      | 510               | 2/20/24   | 0.50  | 1    | 100 | \$100.00   |       | \$0.00  |



BILLING INVOICE

|                 |                                 |          |                                       |
|-----------------|---------------------------------|----------|---------------------------------------|
| Invoice #       | 3304                            | Bill To: | California Online Public School       |
| Invoice Date:   | 3/31/24                         | Attn:    | La Chelle Carter                      |
| Name:           | El Paseo Children's Center Inc  |          |                                       |
| Mailing Address | 74075 El Paseo Drive, Suite A2B |          | lacarter@calca.connectionsacademy.org |
|                 | Palm Desert, CA 92260           |          | SPED-Finance@californiaops.org        |
| Telephone       | 760-342-4900                    |          | abatin@calca.connectionsacademy.org   |

| Provider           | Invoice # | Region   | Student                  | Service Type    | Service Date | Actual Service Time | Billable Service in hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .67 |
|--------------------|-----------|----------|--------------------------|-----------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Abigail Smaligan   | 3304      | CAPOMONT | Gabriela Cruz Ramirez    | Speech Services | 3/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Abigail Smaligan   | 3304      | CAPOMONT | Gabriela Cruz Ramirez    | Speech Services | 3/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/4/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/11/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/18/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem              | OT Services     | 3/25/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Ashwin Prem (n/s)        | OT Services     | 3/28/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Wesley Evans             | OT Services     | 3/13/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Wesley Evans             | OT Consult      | 3/20/24      | 0.25                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Wesley Evans             | OT Services     | 3/27/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Adriana Covarubias | 3304      | CAPOMONT | Wesley Evans (n/s)       | OT Services     | 3/6/24       | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Amanda Olley       | 3304      | CAPOMONT | Ava Thao                 | 510             | 3/4/24       | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Amanda Olley       | 3304      | CAPOMONT | Dominic Gonzales         | 515             | 3/25/24      | 0.50                | 1                         | 95         | \$95.00                |                | \$0.00               |
| Amanda Olley       | 3304      | CAPOMONT | Roven Carvalho           | 510             | 3/25/24      | 0.50                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Angelica Diaz      | 3304      | CAPOMONT | Ava Thao                 | IEP Meeting     | 3/15/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Angelica Diaz      | 3304      | CAPOMONT | Tatiana Alvarez Guerrero | DHH Services    | 3/19/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Elizabeth Lee      | 3304      | CAPOMONT | Tatiana Alvarez Guerrero | IEP Meeting     | 3/25/24      | 1.00                | 1                         | 100        | \$100.00               |                | \$0.00               |
| Elizabeth Lee      | 3304      | CAPOMONT | Bowie Patton             | Ed Assessment   | 2/23/24      | n/a                 | n/a                       | n/a        | \$1,950.00             | 69.40          | \$46.50              |
| Elizabeth Lee      | 3304      | CAPOMONT | Maurine Salazar          | Ed Assessment   | 2/24/24      | n/a                 | n/a                       | n/a        | \$1,950.00             | 37.00          | \$24.79              |
| Elizabeth Lee      | 3304      | CAPOMONT | Giselle Gonzalez         | Ed Assessment   | 2/25/24      | n/a                 | n/a                       | n/a        | \$1,950.00             | 15.60          | \$10.45              |
| Elizabeth Lee      | 3304      | CAPOMONT | Roven Carvalho           | Ed Assessment   | 3/9/24       | n/a                 | n/a                       | n/a        | \$1,950.00             | 129.20         | \$86.56              |
| Elizabeth Lee      | 3304      | CAPOMONT | Kariel Jensen            | IEP Meeting     | 3/7/24       | 1                   | 1                         | 100        | \$100.00               |                | \$0.00               |
| Elizabeth Lee      | 3304      | CAPOMONT | Omega Harris             | IEP Meeting     | 3/12/24      | 1                   | 1                         | 100        | \$100.00               |                | \$0.00               |
| Elizabeth Lee      | 3304      | CAPOMONT | Giselle Gonzalez         | IEP Meeting     | 3/18/24      | 1                   | 1                         | 100        | \$100.00               |                | \$0.00               |
| Elizabeth Lee      | 3304      | CAPOMONT | Maurine Salazar          | IEP Meeting     | 3/21/24      | 1                   | 1                         | 100        | \$100.00               |                | \$0.00               |
| Emily Morales      | 3304      | CAPOMONT | Bowie Patton             | IEP Meeting     | 3/18/24      | 2.00                | 2                         | 100        | \$200.00               |                | \$0.00               |
| Emily Morales      | 3304      | CAPOMONT | Ella Avilla (n/s)        | Speech Services | 3/6/24       | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/4/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/6/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/11/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/13/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/18/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/20/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella        | Speech Services | 3/25/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Alessandro Grella (n/s)  | Speech Services | 3/27/24      | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Scarlett Hudgins         | Speech Services | 3/5/24       | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Scarlett Hudgins         | Speech Services | 3/12/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Scarlett Hudgins         | Speech Services | 3/19/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Scarlett Hudgins         | Speech Services | 3/26/24      | 1.00                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services | 3/7/24       | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services | 3/14/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services | 3/21/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Tatiana Alvarez Guerrero | Speech Services | 3/28/24      | 0.50                | 1                         | 110        | \$110.00               |                | \$0.00               |
| Ericka Panayi      | 3304      | CAPOMONT | Aaliyah Pastoriza (n/s)  | Speech Services | 3/1/24       | 0.50                | 0.5                       | 110        | \$55.00                |                | \$0.00               |

|                           |      |          |                            |                                  |  |           |      |      |     |            |        |         |
|---------------------------|------|----------|----------------------------|----------------------------------|--|-----------|------|------|-----|------------|--------|---------|
| Evette Rios               | 3304 | CAPOMONT | Aaliyah Pastoriza (n/s)    | Speech Services                  |  | 3/8/24    | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Aaliyah Pastoriza (n/s)    | Speech Services                  |  | 3/15/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Aaliyah Pastoriza (n/s)    | Speech Services                  |  | 3/22/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Aaliyah Pastoriza          | Speech Services                  |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/12/2024 | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/25/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/4/24    | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/5/24    | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/18/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/19/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Ashwin Prem                | Speech Services                  |  | 3/26/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Jeter Gonzales (n/s)       | Speech Services                  |  | 3/14/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Jeter Gonzales             | Speech Services                  |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Jeter Gonzales             | Speech Services                  |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Wesley Evans               | Speech Services                  |  | 3/6/24    | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Wesley Evans               | Speech Services                  |  | 3/14/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Wesley Evans (n/s)         | Speech Services                  |  | 3/20/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Wesley Evans               | Speech Services                  |  | 3/27/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Wesley Evans               | Speech Services                  |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Evette Rios               | 3304 | CAPOMONT | Wesley Evans               | Speech Services                  |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Heidi Newton              | 3304 | CAPOMONT | Isadora De Arago           | Nurse Assessments-Travel/Mileage |  | 2/29/24   | 1.97 | 1.97 | 110 | \$216.70   | 73.70  | \$49.38 |
| Heidi Newton              | 3304 | CAPOMONT | Isadora De Arago           | Nursing Assessment Flat          |  | 2/29/24   | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Heidi Newton              | 3304 | CAPOMONT | Sophia Maldonado           | Nurse Assessments-Travel/Mileage |  | 3/3/24    | 0.65 | 0.65 | 110 | \$71.50    | 15.00  | \$10.05 |
| Heidi Newton              | 3304 | CAPOMONT | Sophia Maldonado           | Nursing Assessment Flat          |  | 3/3/24    | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| Heidi Newton              | 3304 | CAPOMONT | Tanush Lal                 | Nurse Assessments-Travel/Mileage |  | 3/13/24   | 1.82 | 1.82 | 110 | \$200.20   | 81.40  | \$54.54 |
| Heidi Newton              | 3304 | CAPOMONT | Tanush Lal                 | Nursing Assessment Flat          |  | 3/13/24   | n/a  | n/a  | n/a | \$500.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | Speech Services                  |  | 3/8/24    | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | Speech Services                  |  | 3/9/24    | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | Speech Services                  |  | 3/20/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | Speech Services                  |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | Speech Services                  |  | 3/27/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | Speech Services                  |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| ennifer Han-Rivas         | 3304 | CAPOMONT | Sakari Franklin            | IEP Meeting                      |  | 3/28/24   | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| ocelyn Herrera            | 3304 | CAPOMONT | Taylor Fitzsimmons         | Ed Assessment                    |  | 3/1/24    | n/a  | n/a  | n/a | \$1,950.00 | 14.00  | \$9.38  |
| Jocelyn Herrera           | 3304 | CAPOMONT | Lucas Hernandez            | Ed Assessment                    |  | 3/18/24   | n/a  | n/a  | n/a | \$1,950.00 | 5.60   | \$3.75  |
| Kate Clark                | 3304 | CAPOMONT | Marcos Magallon Diaz (n/s) | 515                              |  | 3/18/24   | 0.50 | 0.5  | 95  | \$47.50    |        | \$0.00  |
| Kate Clark                | 3304 | CAPOMONT | Marcos Magallon Diaz (n/s) | 515                              |  | 3/4/24    | 0.50 | 0.5  | 95  | \$47.50    |        | \$0.00  |
| Kate Clark                | 3304 | CAPOMONT | Marcos Magallon Diaz (n/s) | 515                              |  | 3/11/24   | 0.50 | 0.5  | 95  | \$47.50    |        | \$0.00  |
| Kate Clark                | 3304 | CAPOMONT | Marcos Magallon Diaz (n/s) | 515                              |  | 3/29/24   | 0.50 | 0.5  | 95  | \$47.50    |        | \$0.00  |
| Kelly Dunn                | 3304 | CAPOMONT | Daniel Rodriguez           | AT Consult                       |  | 2/22/24   | 0.50 | 1    | 120 | \$120.00   |        | \$0.00  |
| Kelly Dunn                | 3304 | CAPOMONT | Alexander Espejel          | IEP Meeting                      |  | 3/14/24   | 1.50 | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Latrina Chavez            | 3304 | CAPOMONT | Gilbert Rodriguez          | Ed Assessment                    |  | 2/29/24   | n/a  | n/a  | n/a | \$1,950.00 | 76.00  | \$50.92 |
| Latrina Chavez            | 3304 | CAPOMONT | Isadora De Arago           | Ed Assessment                    |  | 3/14/24   | n/a  | n/a  | n/a | \$1,950.00 | 135.80 | \$90.99 |
| Latrina Chavez            | 3304 | CAPOMONT | Khloe Ortega               | Ed Assessment                    |  | 3/14/24   | n/a  | n/a  | n/a | \$1,950.00 | 75.20  | \$50.38 |
| Latrina Chavez            | 3304 | CAPOMONT | Isadora De Arago           | IEP Meeting                      |  | 3/25/24   | 1.00 | 1    | 100 | \$100.00   |        | \$0.00  |
| Lauren Gotelli (Williams) | 3304 | CAPOMONT | Bowie Parton               | IEP Meeting                      |  | 3/18/24   | 1.66 | 1.66 | 100 | \$166.00   |        | \$0.00  |
| Lauren White              | 3304 | CAPOMONT | Maurine Salazar            | IEP Meeting                      |  | 3/21/24   | 1.50 | 1.5  | 100 | \$150.00   |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Daniel Rodriguez (n/s)     | OT Services                      |  | 3/7/24    | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Daniel Rodriguez (n/s)     | OT Services                      |  | 3/14/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Daniel Rodriguez (n/s)     | OT Services                      |  | 3/21/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Daniel Rodriguez (n/s)     | OT Services                      |  | 3/28/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Jeter Gonzales             | OT Services                      |  | 3/13/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Jeter Gonzales             | OT Services                      |  | 3/20/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Jeter Gonzales (n/s)       | OT Services                      |  | 3/6/24    | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Jeter Gonzales (n/s)       | OT Services                      |  | 3/27/24   | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Paxton OConner             | OT Services                      |  | 3/21/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Paxton OConner             | OT Services                      |  | 3/28/24   | 0.50 | 1    | 110 | \$110.00   |        | \$0.00  |
| Liza Zagayer              | 3304 | CAPOMONT | Paxton OConner (n/s)       | OT Services                      |  | 3/7/24    | 0.50 | 0.5  | 110 | \$55.00    |        | \$0.00  |

|                        |      |          |                          |                   |         |       |      |     |            |        |          |
|------------------------|------|----------|--------------------------|-------------------|---------|-------|------|-----|------------|--------|----------|
| Liza Zagayer           | 3304 | CAPOMONT | Paxton OConner (n/s)     | OT Services       | 3/14/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Liza Zagayer           | 3304 | CAPOMONT | Scarlett Hudgins         | OT Services       | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Liza Zagayer           | 3304 | CAPOMONT | Scarlett Hudgins (n/s)   | OT Services       | 3/5/24  | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix               | Speech Services   | 3/5/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix               | Speech Services   | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix               | Speech Services   | 3/12/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix               | Speech Services   | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix               | Speech Services   | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix (n/s)         | Speech Services   | 3/19/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix (n/s)         | Speech Services   | 3/20/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Zion Felix (n/s)         | Speech Services   | 3/26/24 | 0.50  | 0.5  | 110 | \$55.00    |        | \$0.00   |
| Mae Belen Vital        | 3304 | CAPOMONT | Tatiana Alvarez Guerrero | IEP Meeting       | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Melanie Segrave        | 3304 | CAPOMONT | Tatiana Alvarez Guerrero | 510               | 3/6/24  | 0.75  | 1    | 100 | \$100.00   |        | \$0.00   |
| Melanie Segrave        | 3304 | CAPOMONT | Tatiana Alvarez Guerrero | 510               | 3/14/24 | 0.75  | 1    | 100 | \$100.00   |        | \$0.00   |
| Melanie Segrave        | 3304 | CAPOMONT | Tatiana Alvarez Guerrero | 510               | 3/21/24 | 0.75  | 1    | 100 | \$100.00   |        | \$0.00   |
| Melanie Segrave        | 3304 | CAPOMONT | Tatiana Alvarez Guerrero | 510               | 3/28/24 | 0.75  | 1    | 100 | \$100.00   |        | \$0.00   |
| Melanie Segrave        | 3304 | CAPOMONT | Tatiana Alvarez Guerrero | IEP Meeting       | 3/25/24 | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/4/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/14/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/18/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mercedes Allin         | 3304 | CAPOMONT | Paxton OConner           | Speech Services   | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Elena Klenk              | 510               | 3/18/24 | 0.75  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Elena Klenk              | 510               | 3/25/24 | 0.75  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Gabriela Cruz Ramirez    | 510               | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Gabriela Cruz Ramirez    | 510               | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Gabriela Cruz Ramirez    | 510               | 3/4/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Gabriela Cruz Ramirez    | 510               | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Kariel Jensen            | 510               | 3/6/24  | 0.33  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Kariel Jensen            | 510               | 3/20/24 | 0.33  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Elena Klenk              | IEP Meeting       | 3/4/24  | 1.00  | 1    | 100 | \$100.00   |        | \$0.00   |
| flia Frimtzis          | 3304 | CAPOMONT | Taylor Fitzsimmons       | IEP Meeting       | 3/20/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Michael Saunders       | 3304 | CAPOMONT | Ashwin Prem              | APE Service       | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Michael Saunders       | 3304 | CAPOMONT | Ashwin Prem              | APE Service       | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Michael Saunders       | 3304 | CAPOMONT | Ashwin Prem              | APE Service       | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Michael Saunders       | 3304 | CAPOMONT | Ashwin Prem              | APE Service       | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Mikayla Bell (Schramm) | 3304 | CAPOMONT | Yousef Almaznai          | Speech Assessment | 3/7/24  | 10.50 | 10.5 | 110 | \$1,155.00 |        | \$0.00   |
| Patricia Siaback       | 3304 | CAPOMONT | Bowie Parton             | IEP Meeting       | 3/18/24 | 1.50  | 1.5  | 100 | \$150.00   |        | \$0.00   |
| Penny Lopez            | 3304 | CAPOMONT | Angel Cruz Ramirez       | Speech Services   | 2/21/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez            | 3304 | CAPOMONT | Angel Cruz Ramirez       | Speech Services   | 2/28/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez            | 3304 | CAPOMONT | Angel Cruz Ramirez       | Speech Services   | 3/6/24  | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez            | 3304 | CAPOMONT | Angel Cruz Ramirez       | Speech Services   | 3/13/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez            | 3304 | CAPOMONT | Angel Cruz Ramirez       | Speech Services   | 3/20/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Penny Lopez            | 3304 | CAPOMONT | Angel Cruz Ramirez       | Speech Services   | 3/27/24 | 0.50  | 1    | 110 | \$110.00   |        | \$0.00   |
| Ryan Grot              | 3304 | CAPOMONT | Alexander Espejel        | FBA Assessment    | 2/23/24 | n/a   | n/a  | n/a | \$1,950.00 | 326.00 | \$218.42 |
| Ryan Grot              | 3304 | CAPOMONT | Alexander Espejel        | IEP Meeting       | 3/24/24 | 1.60  | 1.6  | 100 | \$160.00   |        | \$0.00   |
| Sarah Sabaghzadeh      | 3304 | CAPOMONT | Siyona Ghosh             | 510               | 3/4/24  | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Sarah Sabaghzadeh      | 3304 | CAPOMONT | Siyona Ghosh             | 510               | 3/11/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Sarah Sabaghzadeh      | 3304 | CAPOMONT | Siyona Ghosh             | 510               | 3/18/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Sarah Sabaghzadeh      | 3304 | CAPOMONT | Siyona Ghosh             | 510               | 3/25/24 | 0.50  | 1    | 100 | \$100.00   |        | \$0.00   |
| Terrie Schoch          | 3304 | CAPOMONT | Allen Watson (N/S)       | 515               | 3/1/24  | 0.33  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Terrie Schoch          | 3304 | CAPOMONT | Allen Watson (n/s)       | 515               | 3/8/24  | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Terrie Schoch          | 3304 | CAPOMONT | Allen Watson (n/s)       | 515               | 3/15/24 | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| Terrie Schoch          | 3304 | CAPOMONT | Allen Watson (N/S)       | 515               | 3/20/24 | 0.33  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| errie Schoch           | 3304 | CAPOMONT | Allen Watson (n/s)       | 515               | 3/22/24 | 0.50  | 0.5  | 95  | \$47.50    |        | \$0.00   |
| errie Schoch           | 3304 | CAPOMONT | Allen Watson (N/S)       | 515               | 3/27/24 | 0.33  | 0.5  | 95  | \$47.50    |        | \$0.00   |

|                   |      |          |                        |                    |  |                    |          |           |     |             |          |          |
|-------------------|------|----------|------------------------|--------------------|--|--------------------|----------|-----------|-----|-------------|----------|----------|
| Terrie Schoch     | 3304 | CAPOMONT | Allen Watson (n/s)     | 515                |  | 3/29/24            | 0.50     | 0.5       | 95  | \$47.50     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/8/24             | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/29/24            | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/4/24             | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/11/24            | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/25/24            | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/11/24            | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/22/24            | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Terrie Schoch     | 3304 | CAPOMONT | Trevor Solorzano (n/s) | 510                |  | 3/15/24            | 1.00     | 0.5       | 100 | \$50.00     |          | \$0.00   |
| Vahe Amirian      | 3304 | CAPOMONT | Alberto Cortez         | IEP Meeting        |  | 3/7/24             | 1.50     | 1.5       | 100 | \$150.00    |          | \$0.00   |
| Vahe Amirian      | 3304 | CAPOMONT | Roven Carvalho         | IEP Meeting        |  | 3/18/24            | 1.00     | 1         | 100 | \$100.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Dominic Gonzales (n/s) | Speech Services    |  | 2/28/24            | 0.50     | 0.5       | 110 | \$55.00     |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Dominic Gonzales       | Speech Services    |  | 3/1/24             | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Dominic Gonzales       | Speech Services    |  | 3/8/24             | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Dominic Gonzales       | Speech Services    |  | 3/15/24            | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Dominic Gonzales       | Speech Services    |  | 3/22/24            | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Leo Robinson           | Speech Services    |  | 3/11/24            | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Leo Robinson           | Speech Services    |  | 3/4/24             | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Leo Robinson           | Speech Services    |  | 3/18/24            | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
| Virginia Granados | 3304 | CAPOMONT | Leo Robinson           | Speech Services    |  | 3/25/24            | 0.50     | 1         | 110 | \$110.00    |          | \$0.00   |
|                   |      | Total    |                        | Total for Service: |  | Total for Mileage: |          | TOTAL DUE |     | \$38,561.90 | 1,053.90 | \$706.11 |
|                   |      |          |                        |                    |  |                    | \$706.11 |           |     | \$39,268.01 |          |          |

# J.P.Morgan

JPMORGAN CHASE BANK NA  
P.O. BOX 15918  
MAIL SUITE DE1-1404  
WILMINGTON DE 19850

|                         |                     |
|-------------------------|---------------------|
| <b>ACCOUNT NUMBER</b>   | 4485 9279 0004 8836 |
| <b>PAYMENT DUE DATE</b> | 05/25/2024          |
| <b>AMOUNT DUE</b>       | \$505,632.71        |
| <b>CURRENT BALANCE</b>  | \$505,632.71        |

Remit To: JPMORGAN CHASE BANK NA  
P.O. BOX 4475  
CAROL STREAM, IL 60197-4475

AMOUNT  
ENCLOSED \$

CALOPS  
DEBORAH LARSON  
33272 VALLE RD  
SAN JUAN CAPISTRANO CA 92675-4842

\*\* 0000000

448592790004883650563271505632713

PLEASE TEAR PAYMENT COUPON AT PERFORATION

## STATEMENT MESSAGES

## COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALOPS

ACCOUNT NUMBER: 4485927900048836

|   |  |
|---|--|
| <p>CLOSING DATE 04-30-24</p> <p>CREDIT LIMIT 650,000</p> <p>AVAILABLE CREDIT 144,367</p>  | PREVIOUS BALANCE 231,951.49            |
|   | PURCHASES AND OTHER CHARGES 581,647.88 |
|   | CASH ADVANCES .00                      |
|   | CREDITS 76,015.17                      |
| <p>FOR CUSTOMER SERVICE CALL:<br/>1-800-316-6056</p> <p>FOR TTY/TDD SERVICE CALL:<br/>1-800-955-8060</p>  | PAYMENTS 231,951.49-                   |
|   | LATE PAYMENT CHARGES .00               |
| <p>SEND BILLING INQUIRIES TO:</p> <p>JPMORGAN CHASE BANK NA<br/>COMMERCIAL CARD SOLUTIONS<br/>P.O. BOX 2015<br/>MAIL SUITE IL1-6225<br/>ELGIN, IL 60121</p> | CASH ADVANCE FEE .00                   |
|   | FINANCE CHARGES .00                    |
|   | <b>NEW BALANCE 505,632.71</b>          |
|   | TOTAL PAYMENT DUE 505,632.71           |
|   | DISPUTED AMOUNT .00                    |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**COMMERCIAL ACCOUNT ACTIVITY****CALOPS**

4485-9279-0004-8836

**TOTAL COMMERCIAL ACTIVITY**

\$231,951.49CR

**ACCOUNTING CODE:**

| Post Date | Tran Date | Reference Number | Transaction Description | Amount        |
|-----------|-----------|------------------|-------------------------|---------------|
| 04-23     | 04-23     |                  | AUTO PAYMENT DEDUCTION  | 231,951.49 CR |

**INDIVIDUAL CARDHOLDER ACTIVITY****PHIL WENKER**

4485-9200-0134-9682

**CREDITS**

\$0.00

**PURCHASES**

\$1,685.11

**CASH ADV**

\$0.00

**TOTAL ACTIVITY**

\$1,685.11

**ACCOUNTING CODE:****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24692164104100103613089 | NAPA VALLEY MARRIOTT H NAPA CA<br>49734 ARRIVAL: 04-08-24 | 1,424.36          |
| 04-15                        | 04-13     | 24941354104613114110487 | HERTZ #0715001 THOUSAND OAKS CA<br>114110485              | 260.75            |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,685.11</b> |

**BERNADETTE JAMERO**

4485-9200-0441-9334

**CREDITS**

\$0.00

**PURCHASES**

\$1,580.38

**CASH ADV**

\$0.00

**TOTAL ACTIVITY**

\$1,580.38

**ACCOUNTING CODE:****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24013394103001317114813 | GALPAO GAUCHO - NAPA NAPA CA                              | 152.79            |
| 04-15                        | 04-12     | 24692164104100103612966 | NAPA VALLEY MARRIOTT H NAPA CA<br>49723 ARRIVAL: 04-08-24 | 1,424.36          |
| 04-15                        | 04-12     | 24692164104100103612974 | NAPA VALLEY MARRIOTT H NAPA CA<br>49723 ARRIVAL: 04-08-24 | 3.23              |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,580.38</b> |

**ASHLEY MALDONADO**

4485-9200-1168-3492

**CREDITS**

\$0.00

**PURCHASES**

\$2,473.58

**CASH ADV**

\$0.00

**TOTAL ACTIVITY**

\$2,473.58

**ACCOUNTING CODE:****Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount |
|-----------|-----------|-------------------------|---|--------|
| 04-04     | 04-04     | 24035964095634007293374 | AMERICAN AIR0012130024289 FORT WORTH TX<br>MALDONADO/ASHLEY DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>SNA AA L DFW AA L SAV AA S CLT | 809.70 |
| 04-10     | 04-08     | 24003414100900017570375 | SKY AND VINE NAPA CA  | 143.52 |
| 04-15     | 04-12     | 24493984104091280011365 | JOHN WAYNE AIRPORT SANTA ANA CA<br>P.O.S.: 28001136 SALES TAX: 0.00   | 96.00  |



ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

| INDIVIDUAL CARDHOLDER ACTIVITY |           |                         |   |              |                |
|--------------------------------|-----------|-------------------------|---|--------------|----------------|
| Travel Activity                |           |                         |   |              |                |
| Post Date                      | Tran Date | Reference Number        | Transaction Description   |              | Amount         |
| 04-15                          | 04-12     | 24692164104100103612990 | NAPA VALLEY MARRIOTT H NAPA CA<br>49725 ARRIVAL: 04-08-24   |              | 1,424.36       |
| Total Travel Activity          |           |                         |   |              | \$2,473.58     |
| TRACY PINCKNEY                 |           |                         | CREDITS   | PURCHASES    | CASH ADV       |
| 4485-9200-2045-3051            |           |                         | \$0.00  | \$299.96     | \$0.00         |
| ACCOUNTING CODE:               |           |                         |   |              | TOTAL ACTIVITY |
|                                |           |                         |   |              | \$299.96       |
| Travel Activity                |           |                         |   |              |                |
| Post Date                      | Tran Date | Reference Number        | Transaction Description   |              | Amount         |
| 04-26                          | 04-24     | 24692164116109923349838 | SOUTHWES 5262286115008 800-435-9792 TX<br>PINCKNEY/TRACY DEPART: 08-12-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN E SNA WN E SMF |              | 299.96         |
| Total Travel Activity          |           |                         |   |              | \$299.96       |
| RYAN DREIFUS                   |           |                         | CREDITS   | PURCHASES    | CASH ADV       |
| 4485-9200-2671-8184            |           |                         | \$0.00  | \$1,472.77   | \$0.00         |
| ACCOUNTING CODE:               |           |                         |   |              | TOTAL ACTIVITY |
|                                |           |                         |   |              | \$1,472.77     |
| Travel Activity                |           |                         |   |              |                |
| Post Date                      | Tran Date | Reference Number        | Transaction Description   |              | Amount         |
| 04-15                          | 04-12     | 24692164104100103612891 | NAPA VALLEY MARRIOTT H NAPA CA<br>49715 ARRIVAL: 04-08-24   |              | 1,424.36       |
| 04-15                          | 04-12     | 24692164104109763715605 | ESQUIRE GRILLE SMF SACRAMENTO CA<br>P.O.S.: 9653 SALES TAX: 0.00  |              | 48.41          |
| Total Travel Activity          |           |                         |   |              | \$1,472.77     |
| RICHARD SAVAGE                 |           |                         | CREDITS   | PURCHASES    | CASH ADV       |
| 4485-9200-2831-6078            |           |                         | \$60,334.95   | \$183,273.74 | \$0.00         |
| ACCOUNTING CODE:               |           |                         |   |              | TOTAL ACTIVITY |
|                                |           |                         |   |              | \$122,938.79   |
| Purchasing Activity            |           |                         |   |              |                |
| Post Date                      | Tran Date | Reference Number        | Transaction Description   |              | Amount         |
| 04-08                          | 04-05     | 24692164096103529436085 | SQ *WASIO FACES GOSQ.COM CA<br>P.O.S.: 00023058430195855 SALES TAX: 0.00  |              | 9,600.00       |
| 04-08                          | 04-07     | 24943814036900015042768 | DISPUTE CREDIT CHICAGO IL   |              | 425.00 CR      |
| 04-08                          | 04-07     | 24943814044900015583993 | DISPUTE CREDIT CHICAGO IL   |              | 425.00 CR      |
| 04-09                          | 04-08     | 24943004100898000062057 | COSTCO WHSE #0132 VALLEJO CA<br>P.O.S.: 00006205 SALES TAX: 20.78   |              | 245.42         |
| 04-15                          | 04-12     | 24692164104109776234172 | OAK ESSENTIALS SST OAKLAND CA<br>P.O.S.: 4544 SALES TAX: 0.00   |              | 27.20          |
| 04-16                          | 04-15     | 24492164106000037394741 | WWW.MARRIOTT.COM WWW.MARRIOTT. CA<br>P.O.S.: card_1P5xTIB2avNS SALES TAX: 1,677.25  |              | 21,641.93      |
| 04-26                          | 04-25     | 24692164116109855927916 | SQ *FUN AND GAME EXPERTS GOSQ.COM CA<br>P.O.S.: 00011529215139237 SALES TAX: 0.00   |              | 7,370.00       |
| 04-29                          | 04-26     | 24999894119900012000038 | ALAMEDA CO AG FAIR OFFICE 925-4267600 CA  |              | 7,518.00       |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date                        | Tran Date | Reference Number | Transaction Description | Amount             |
|----------------------------------|-----------|------------------|-------------------------|--------------------|
| <b>Total Purchasing Activity</b> |           |                  |                         | <b>\$45,552.55</b> |

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount       |
|-----------|-----------|-------------------------|--|--------------|
| 04-08     | 04-05     | 24755424097280976172859 | EMBASSY SUITES MLPTS 408-9420400 CA<br>956299 ARRIVAL: 04-05-24  | 2,242.20     |
| 04-11     | 04-09     | 24431064101968373728154 | PIZZERIA TRA VIGNE SAINT HELENA CA   | 1,721.06     |
| 04-12     | 04-10     | 24000974102429400045310 | SAFARI WEST DAY GUEST 707-5792551 CA<br>P.O.S.: 8390496 SALES TAX: 0.00  | 2,005.00     |
| 04-12     | 04-10     | 24692164102108115260395 | TST* GOTTS ROADSIDE - ST BOSTON CA<br>P.O.S.: yhvXiWJ6OVkdOqlqN SALES TAX: 29.71   | 389.83       |
| 04-12     | 04-10     | 24692164102108115260403 | TST* GOTTS ROADSIDE - ST BOSTON CA<br>P.O.S.: ClpSKodOfg9XfPgmb SALES TAX: 23.65   | 310.33       |
| 04-15     | 04-12     | 24013394103001317114698 | GALPAO GAUCHO - NAPA NAPA CA   | 3,219.30     |
| 04-15     | 04-12     | 24164074103060216426707 | NATIONAL CAR RENTAL OAKLAND CA<br>659766403  | 397.29       |
| 04-15     | 04-12     | 24692164104100103613030 | NAPA VALLEY MARRIOTT H NAPA CA<br>49729 ARRIVAL: 04-08-24  | 1,424.36     |
| 04-15     | 04-12     | 24692164104109443557872 | SLC AIRPORT PARKING SALT LAKE CIT UT<br>P.O.S.: 086618 SALES TAX: 0.00   | 55.00        |
| 04-15     | 04-12     | 24692164104109973416150 | RAISING CANES 0710 LAYTON UT<br>P.O.S.: 20141 SALES TAX: 0.85  | 11.13        |
| 04-15     | 04-13     | 24692164105100890777963 | SOUTHWES 5262281797775 800-435-9792 TX<br>SAVAGE/RICHARD SCOTT DEPART: 04-17-24<br>P.O.S.: SALES TAX: \$0.00<br>SLC WN B LGB WN B SMF WN B SLC | 968.96       |
| 04-17     | 04-16     | 24943004107722893581317 | HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA<br>17238096 ARRIVAL: 03-22-24  | 52,023.16    |
| 04-18     | 04-16     | 74692164108103383725327 | SOUTHWES 5262281797775 800-435-9792 TX<br>SAVAGE/RICHARD SCOTT DEPART: 04-16-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN Y DAL                   | 968.96 CR    |
| 04-18     | 04-16     | 74943004108029893582616 | HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA  | 52,023.16 CR |
| 04-19     | 04-18     | 74943004109722895387930 | HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA  | 6,492.83 CR  |
| 04-24     | 04-22     | 24943004114894114012967 | DISNEYLAND TICKETS 714-781-4669 CA<br>P.O.S.: 11401296 SALES TAX: 0.00   | 4,360.00     |
| 04-25     | 04-24     | 24692164115108962814505 | MARRIOTT LONG BEACH LONG BEACH CA<br>19429 ARRIVAL: 05-06-24   | 7,384.37     |
| 04-26     | 04-24     | 24755424116261164115238 | SHERATON UNIVERSAL HOTEL 213-6176002 CA<br>2458345 ARRIVAL: 04-29-24   | 20,024.64    |
| 04-29     | 04-25     | 24000974119522812092176 | BEST WESTERN EL GRANDE CLEARLAKE CA<br>0000049573 ARRIVAL: 04-21-24  | 3,000.00     |
| 04-29     | 04-28     | 24430994120962521782615 | RENTAL TOLL65976640 877-860-1283 CA<br>P.O.S.: 52178261 SALES TAX: 0.00  | 11.95        |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount             |
|------------------------------|-----------|-------------------------|---|--------------------|
| 04-29                        | 04-25     | 24755424117261178727670 | WESTIN LOS ANGELES ARPRT 310-2165858 CA<br>4308706 ARRIVAL: 05-06-24  | 36,697.26          |
| 04-30                        | 04-29     | 24717054121871211264147 | DELTA AIR 0062231312878 800-2211212 CA<br>SAVAGE/RICHARD DEPART: 06-17-24<br>P.O.S.: SALES TAX: \$0.00<br>IDA DL S SLC DL S IDA | 511.70             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$77,272.59</b> |

**Fleet Activity**

| Post Date                   | Tran Date | Reference Number        | Transaction Description  | Amount          |
|-----------------------------|-----------|-------------------------|--|-----------------|
| 04-09                       | 04-08     | 24427334099740265899451 | MAVERIK #630 MALAD ID<br>P.O.S.: 00610000630VPRY7026589945 SALES TAX: 0.00 | 10.60           |
| 04-15                       | 04-12     | 24692164103109245432853 | CHEVRON 0371126 OAKLAND CA<br>P.O.S.: V000001000000 SALES TAX: 14.74       | 103.05          |
| <b>Total Fleet Activity</b> |           |                         |  | <b>\$113.65</b> |

|  |                          |                                |                           |                                     |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>ALLY IRELAND</b><br>4485-9200-2855-9339 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,185.41 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,185.41 |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description                                     | Amount         |
|----------------------------------|-----------|-------------------------|---|----------------|
| 04-26                            | 04-25     | 24755424116271161199176 | KELLYS DONUTS SAN CLEMENTE CA<br>P.O.S.: 53 SALES TAX: 0.00 | 41.37          |
| <b>Total Purchasing Activity</b> |           |                         |   | <b>\$41.37</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-12                        | 04-10     | 24692164102108115702859 | TST* CALISTOGA INN RESTAU CALISTOGA CA<br>P.O.S.: 00061892017047172108aa SALES TAX: 0.00 | 701.37            |
| 04-15                        | 04-12     | 24692164104100103612925 | NAPA VALLEY MARRIOTT H NAPA CA<br>49718 ARRIVAL: 04-08-24                                | 1,424.36          |
| 04-15                        | 04-12     | 24755424104171044703844 | SMF MANGO TACO 6401523 SACRAMENTO CA   | 18.31             |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$2,144.04</b> |

|  |                          |                                |                           |                                     |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>SHERYL MOSSO</b><br>4485-9200-3490-0998 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,172.95 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,172.95 |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description   | Amount            |
|----------------------------------|-----------|-------------------------|---|-------------------|
| 04-22                            | 04-19     | 24011344110000074596806 | INSTRUCTURECON 2024 - INSTRUCTURE.C UT<br>P.O.S.: opsntxeq0r2sk SALES TAX: 0.00 | 1,970.00          |
| <b>Total Purchasing Activity</b> |           |                         |   | <b>\$1,970.00</b> |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount |
|-----------|-----------|-------------------------|--|--------|
| 04-22     | 04-20     | 24943004111846119077869 | VENETIAN/PALAZZO ROOM RS 7024141000 NV<br>103838287024141000 ARRIVAL: 07-08-24 | 202.95 |

|                              |  |  |  |                 |
|------------------------------|--|--|--|-----------------|
| <b>Total Travel Activity</b> |  |  |  | <b>\$202.95</b> |
|------------------------------|--|--|--|-----------------|

| THANETTE SHORT      | CREDITS | PURCHASES  | CASH ADV | TOTAL ACTIVITY |
|---------------------|---------|------------|----------|----------------|
| 4485-9200-4711-7077 | \$0.00  | \$1,424.36 | \$0.00   | \$1,424.36     |

ACCOUNTING CODE:

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description                                   | Amount   |
|-----------|-----------|-------------------------|---|----------|
| 04-15     | 04-12     | 24692164104100103613048 | NAPA VALLEY MARRIOTT H NAPA CA<br>49730 ARRIVAL: 04-08-24 | 1,424.36 |

|                              |  |  |  |                   |
|------------------------------|--|--|--|-------------------|
| <b>Total Travel Activity</b> |  |  |  | <b>\$1,424.36</b> |
|------------------------------|--|--|--|-------------------|

| JERRI KELM          | CREDITS | PURCHASES  | CASH ADV | TOTAL ACTIVITY |
|---------------------|---------|------------|----------|----------------|
| 4485-9200-5377-5768 | \$0.00  | \$2,818.64 | \$0.00   | \$2,818.64     |

ACCOUNTING CODE:

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount |
|-----------|-----------|-------------------------|--|--------|
| 04-09     | 04-09     | 24011344100000003493739 | LYFT *RIDE MON 5PM LYFT.COM CA<br>P.O.S.: opsntt90ul SALES TAX: 0.10 | 13.99  |

|       |       |                         |   |       |
|-------|-------|-------------------------|---|-------|
| 04-10 | 04-08 | 24692164100106633528816 | IN-N-OUT WOODLAND WOODLAND CA<br>P.O.S.: 005391 SALES TAX: 0.00 | 41.69 |
|-------|-------|-------------------------|---|-------|

|       |       |                         |   |        |
|-------|-------|-------------------------|---|--------|
| 04-15 | 04-12 | 24035964103634002905469 | AMERICAN AIR0012132349484 FORT WORTH TX<br>KELM/JERRI DEPART: 05-04-24<br>P.O.S.: SALES TAX: \$0.00<br>FAT AA Q DFW AA V SAV AA O DFW | 351.80 |
|-------|-------|-------------------------|---|--------|

|       |       |                         |  |        |
|-------|-------|-------------------------|--|--------|
| 04-15 | 04-13 | 24164074105060216552062 | NATIONAL CAR RENTAL FRESNO CA<br>779195033 | 692.85 |
|-------|-------|-------------------------|--|--------|

|       |       |                         |   |          |
|-------|-------|-------------------------|---|----------|
| 04-15 | 04-12 | 24692164104100103612958 | NAPA VALLEY MARRIOTT H NAPA CA<br>49722 ARRIVAL: 04-08-24 | 1,424.36 |
|-------|-------|-------------------------|---|----------|

|       |       |                         |   |        |
|-------|-------|-------------------------|---|--------|
| 04-19 | 04-18 | 24035964109634003149020 | AMERICAN AIR0012133886097 FORT WORTH TX<br>KELM/JERRI DEPART: 06-20-24<br>P.O.S.: SALES TAX: \$0.00<br>SFO AS S SNA | 148.10 |
|-------|-------|-------------------------|---|--------|

|                              |  |  |  |                   |
|------------------------------|--|--|--|-------------------|
| <b>Total Travel Activity</b> |  |  |  | <b>\$2,672.79</b> |
|------------------------------|--|--|--|-------------------|

**Fleet Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount |
|-----------|-----------|-------------------------|--|--------|
| 04-10     | 04-08     | 24122544100744008087415 | ARCO#83059GREEN DESERT O SACRAMENTO CA<br>P.O.S.: 00808741 SALES TAX: 0.00 | 54.07  |

|       |       |                         |   |       |
|-------|-------|-------------------------|---|-------|
| 04-15 | 04-12 | 24316054104548964572092 | SHELL OIL 57443475207 LODI CA<br>P.O.S.: 000000 SALES TAX: 0.00 | 65.35 |
|-------|-------|-------------------------|---|-------|

|       |       |                         |  |       |
|-------|-------|-------------------------|--|-------|
| 04-15 | 04-13 | 24692164104109523547595 | CIRCLE K # 06060 FRESNO CA<br>P.O.S.: 000000000000000000 SALES TAX: 0.93 | 26.43 |
|-------|-------|-------------------------|--|-------|

|                             |  |  |  |                 |
|-----------------------------|--|--|--|-----------------|
| <b>Total Fleet Activity</b> |  |  |  | <b>\$145.85</b> |
|-----------------------------|--|--|--|-----------------|

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

| INDIVIDUAL CARDHOLDER ACTIVITY       |           |                         |   |                    |                              |
|--------------------------------------|-----------|-------------------------|---|--------------------|------------------------------|
| TRACY LE<br>4485-9200-5420-8462      |           | CREDITS<br>\$0.00       | PURCHASES<br>\$1,518.19   | CASH ADV<br>\$0.00 | TOTAL ACTIVITY<br>\$1,518.19 |
| ACCOUNTING CODE:                     |           |                         |   |                    |                              |
| Purchasing Activity                  |           |                         |   |                    |                              |
| Post Date                            | Tran Date | Reference Number        | Transaction Description   | Amount             |                              |
| 04-09                                | 04-08     | 24431064100838000688306 | CNN NEWS ST939 SANTA ANA CA<br>P.O.S.: 408123850 SALES TAX: 0.00                    | 3.14               |                              |
| Total Purchasing Activity            |           |                         |   | \$3.14             |                              |
| Travel Activity                      |           |                         |   |                    |                              |
| Post Date                            | Tran Date | Reference Number        | Transaction Description   | Amount             |                              |
| 04-09                                | 04-08     | 24427334099740282946087 | MCDONALD'S F11628 SANTA ANA CA<br>P.O.S.: 08897681628VPTY7028294608 SALES TAX: 0.00 | 9.58               |                              |
| 04-11                                | 04-10     | 24492154101717704889697 | UBER EATS HELP.UBER.COM CA<br>P.O.S.: 8779 SALES TAX: 1.49                          | 25.14              |                              |
| 04-11                                | 04-11     | 24492154102713749230970 | UBER EATS HELP.UBER.COM CA<br>P.O.S.: 8779 SALES TAX: 1.82                          | 37.78              |                              |
| 04-15                                | 04-12     | 24692164104100103612941 | NAPA VALLEY MARRIOTT H NAPA CA<br>49721 ARRIVAL: 04-08-24                           | 1,442.55           |                              |
| Total Travel Activity                |           |                         |   | \$1,515.05         |                              |
| HANNAH HURLEY<br>4485-9200-6978-8037 |           | CREDITS<br>\$0.00       | PURCHASES<br>\$2,173.91   | CASH ADV<br>\$0.00 | TOTAL ACTIVITY<br>\$2,173.91 |
| ACCOUNTING CODE:                     |           |                         |   |                    |                              |
| Purchasing Activity                  |           |                         |   |                    |                              |
| Post Date                            | Tran Date | Reference Number        | Transaction Description   | Amount             |                              |
| 04-24                                | 04-23     | 74208474114000025421921 | REFRACTIV LIMITED LEEDS   | 75.00              |                              |
| 04-26                                | 04-25     | 24492164116000023496037 | ARTSINTEGRATION.COM HTTPSARTSINTE MD<br>P.O.S.: opsntzg4lq70 SALES TAX: 0.00        | 79.00              |                              |
| 04-26                                | 04-25     | 24492164116000023552573 | ARTSINTEGRATION.COM HTTPSARTSINTE MD<br>P.O.S.: opsntzheawerd1 SALES TAX: 0.00      | 79.00              |                              |
| 04-26                                | 04-25     | 24492164116000023640592 | ARTSINTEGRATION.COM HTTPSARTSINTE MD<br>P.O.S.: opsntzj1ezktbiu SALES TAX: 0.00     | 79.00              |                              |
| 04-26                                | 04-25     | 24492164116000023712631 | ARTSINTEGRATION.COM HTTPSARTSINTE MD<br>P.O.S.: opsntzl7raye SALES TAX: 0.00        | 79.00              |                              |
| 04-26                                | 04-25     | 24492164116000023764574 | ARTSINTEGRATION.COM HTTPSARTSINTE MD<br>P.O.S.: opsntzmnk55b SALES TAX: 0.00        | 79.00              |                              |
| 04-26                                | 04-25     | 24492164116000023802309 | ARTSINTEGRATION.COM HTTPSARTSINTE MD<br>P.O.S.: opsntzntl74 SALES TAX: 0.00         | 79.00              |                              |
| Total Purchasing Activity            |           |                         |   | \$549.00           |                              |
| Travel Activity                      |           |                         |   |                    |                              |
| Post Date                            | Tran Date | Reference Number        | Transaction Description   | Amount             |                              |
| 04-10                                | 04-08     | 24692164100106360428024 | TST* SCALAS NAPA CA<br>P.O.S.: 00093947017019016666aa SALES TAX: 0.00               | 168.06             |                              |
| 04-10                                | 04-08     | 24692164100106620003740 | MKT LAS LAS VEGAS NV<br>P.O.S.: 5059 SALES TAX: 2.51                                | 32.49              |                              |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24692164104100103612909 | NAPA VALLEY MARRIOTT H NAPA CA<br>49716 ARRIVAL: 04-08-24 | 1,424.36          |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,624.91</b> |

|   |                          |                                |                           |                                     |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>ASHLEY TAYLOR</b><br>4485-9200-8565-3280 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,108.97 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,108.97 |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description  | Amount          |
|----------------------------------|-----------|-------------------------|--|-----------------|
| 04-23                            | 04-22     | 24906414113198508070392 | FREDPRYOR CAREERTRACK 800-5563012 KS<br>P.O.S.: 020028080130 SALES TAX: 0.00 | 159.00          |
| <b>Total Purchasing Activity</b> |           |                         |  | <b>\$159.00</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-10                        | 04-08     | 24692164100106360428057 | TST* SCALAS NAPA CA<br>P.O.S.: 00093947017019167599aa SALES TAX: 0.00  | 358.13            |
| 04-10                        | 04-08     | 24755424100151009826461 | ONT EINSTEIN BROS T4 1419 ONTARIO CA                                   | 17.48             |
| 04-15                        | 04-12     | 24323034104006006075882 | ONT AIRPT PRKING LOT 4 ONTARIO CA<br>P.O.S.: 00607588 SALES TAX: 12.07 | 150.00            |
| 04-15                        | 04-12     | 24692164104100103613063 | NAPA VALLEY MARRIOTT H NAPA CA<br>49732 ARRIVAL: 04-08-24              | 1,424.36          |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$1,949.97</b> |

|   |                          |                                |                           |                                     |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>HILARY BESSETTE</b><br>4485-9200-8762-2960 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$1,573.71 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$1,573.71 |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-09                        | 04-08     | 24431064099706000021369 | MODMARKET DENVER CO  | 21.27             |
| 04-12                        | 04-11     | 24717054103871030316278 | DELTA AIR BAGGAGE FEE 800-2211212 CA<br>BESSETTE/HILARY DEPART: 0- 0- 0<br>P.O.S.: SALES TAX: \$0.00 | 30.00             |
| 04-15                        | 04-13     | 24034544105001616626726 | 99009 - BUFFALO AIRPORT BUFFALO NY<br>P.O.S.: P25128440 SALES TAX: 2.21                              | 73.52             |
| 04-15                        | 04-12     | 24692164104100103612792 | NAPA VALLEY MARRIOTT H NAPA CA<br>49707 ARRIVAL: 04-08-24  | 1,424.36          |
| 04-15                        | 04-13     | 24692164104109923943378 | SHAKE SHACK CONC A SLC SALT LAKE CIT UT<br>P.O.S.: 264 SALES TAX: 1.90                               | 24.56             |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$1,573.71</b> |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY**

|                       |                |                  |                 |                       |
|-----------------------|----------------|------------------|-----------------|-----------------------|
| <b>RICARDO ROMERO</b> | <b>CREDITS</b> | <b>PURCHASES</b> | <b>CASH ADV</b> | <b>TOTAL ACTIVITY</b> |
| 4485-9200-9654-8339   | \$0.00         | \$2,110.17       | \$0.00          | \$2,110.17            |

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description                                       | Amount         |
|----------------------------------|-----------|-------------------------|---|----------------|
| 04-10                            | 04-09     | 24431064101838002282073 | HUDSON ST1494 BURBANK CA<br>P.O.S.: 409173635 SALES TAX: 0.00 | 19.08          |
| <b>Total Purchasing Activity</b> |           |                         |   | <b>\$19.08</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-03                        | 04-01     | 24692164093100976072093 | SOUTHWES 5262275143369 800-435-9792 TX<br>ROMERO/RICARDO PHD DEPART: 04-12-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN O BUR | 293.98            |
| 04-03                        | 04-01     | 24692164093100976072101 | SOUTHWES 5262275141207 800-435-9792 TX<br>ROMERO/RICARDO PHD DEPART: 04-09-24<br>P.O.S.: SALES TAX: \$0.00<br>BUR WN O SMF | 293.98            |
| 04-11                        | 04-09     | 24692164101107306261478 | TST* FUME BISTRO & BAR NAPA CA<br>P.O.S.: 6v1sBcZc/RIScl6JD SALES TAX: 3.41  | 57.41             |
| 04-15                        | 04-12     | 24164074103060216425410 | NATIONAL CAR RENTAL SACRAMENTO CA<br>238362336   | 202.79            |
| 04-15                        | 04-12     | 24692164104100103613022 | NAPA VALLEY MARRIOTT H NAPA CA<br>49728 ARRIVAL: 04-09-24  | 1,068.27          |
| 04-15                        | 04-12     | 24941684104091719000348 | V.S.P. PARKING BURBANK BURBANK CA<br>P.O.S.: 71900034 SALES TAX: 10.71   | 115.20            |
| 04-18                        | 04-17     | 24137464109600223554107 | TST* BETTER BUZZ COFFEE - SAN CLEMENTE CA  | 13.78             |
| 04-19                        | 04-17     | 24692164109104058023562 | RAISING CANES 0702 PALMDALE CA<br>P.O.S.: 40033 SALES TAX: 1.16  | 12.50             |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$2,057.91</b> |

**Fleet Activity**

| Post Date                   | Tran Date | Reference Number        | Transaction Description  | Amount         |
|-----------------------------|-----------|-------------------------|--|----------------|
| 04-15                       | 04-12     | 24122544104744008307132 | ARCO#83059GREEN DESERT O SACRAMENTO CA<br>P.O.S.: 00830713 SALES TAX: 0.00 | 33.18          |
| <b>Total Fleet Activity</b> |           |                         |  | <b>\$33.18</b> |

|                       |                |                  |                 |                       |
|-----------------------|----------------|------------------|-----------------|-----------------------|
| <b>MARISSA CARTER</b> | <b>CREDITS</b> | <b>PURCHASES</b> | <b>CASH ADV</b> | <b>TOTAL ACTIVITY</b> |
| 4485-9200-9937-2745   | \$17.00        | \$2,420.49       | \$0.00          | \$2,403.49            |

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount   |
|-----------|-----------|-------------------------|---|----------|
| 04-15     | 04-12     | 24453884104005303756251 | HUDSON GREENS AND GOODS L NAPA CA<br>P.O.S.: TP468328 SALES TAX: 0.00 | 58.00    |
| 04-15     | 04-12     | 74453884104005303760571 | HUDSON GREENS AND GOODS L NAPA CA<br>P.O.S.: 468329 SALES TAX: 0.00   | 17.00 CR |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description  | Amount          |
|----------------------------------|-----------|-------------------------|--|-----------------|
| 04-30                            | 04-29     | 24906414120199011565150 | FREDPRYOR CAREERTRACK 800-5563012 KS<br>P.O.S.: 020028082441 SALES TAX: 0.00 | 159.00          |
| <b>Total Purchasing Activity</b> |           |                         |  | <b>\$200.00</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-12                        | 04-10     | 24692164102108115702891 | TST* CALISTOGA INN RESTAU CALISTOGA CA<br>P.O.S.: 00061892017047302447aa SALES TAX: 0.00 | 579.99            |
| 04-15                        | 04-12     | 24692164104100103612776 | NAPA VALLEY MARRIOTT H NAPA CA<br>49705 ARRIVAL: 04-08-24                                | 1,424.36          |
| 04-15                        | 04-12     | 24692164104109843231060 | TST* HIGH FLYING FOODS - OAKLAND CA<br>P.O.S.: 3Vh1NUYTdPM6aWmm+ SALES TAX: 6.36         | 68.31             |
| 04-15                        | 04-12     | 24717054104291049685184 | AIRPORT PARKING BOISE ID   | 100.00            |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$2,172.66</b> |

**Fleet Activity**

| Post Date                   | Tran Date | Reference Number        | Transaction Description   | Amount         |
|-----------------------------|-----------|-------------------------|---|----------------|
| 04-15                       | 04-12     | 24692164104109395274450 | CHEVRON 0371126 OAKLAND CA<br>P.O.S.: V000001000000 SALES TAX: 4.41 | 30.83          |
| <b>Total Fleet Activity</b> |           |                         |   | <b>\$30.83</b> |

| FINANCE DEPARTMENT  | CREDITS     | PURCHASES    | CASH ADV | TOTAL ACTIVITY |
|---------------------|-------------|--------------|----------|----------------|
| 4485-9201-0377-7327 | \$15,195.35 | \$292,046.04 | \$0.00   | \$276,850.69   |

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount |
|-----------|-----------|-------------------------|--|--------|
| 04-02     | 04-01     | 24145724092900015119077 | THE PERFECT IMPRESSION, I 949-3157960 CA<br>P.O.S.: 80365897597 SALES TAX: 0.00  | 28.28  |
| 04-03     | 04-02     | 24011344093000068156790 | JOTFORM INC. HTTPSWWWW.JOTF CA<br>P.O.S.: opsntqwb19ks SALES TAX: 0.00           | 594.00 |
| 04-03     | 04-02     | 24445004093200132626606 | 4TE*SONITROL OF ORANGE CO 949-297-4350 CA<br>P.O.S.: 92303C1B8B5 SALES TAX: 0.00 | 236.05 |
| 04-04     | 04-04     | 24692164095102111747595 | ADT MOBILITY/ECOMM 800-238-2727 FL<br>P.O.S.: 000000000000000000 SALES TAX: 6.98 | 91.59  |
| 04-05     | 04-04     | 24145724095900015454042 | THE PERFECT IMPRESSION, I 949-3157960 CA<br>P.O.S.: 80370573650 SALES TAX: 0.00  | 28.28  |
| 04-08     | 04-04     | 24164074096105442453709 | STAPLES 00113415 MANTECA CA<br>P.O.S.: 000256431 SALES TAX: 5.44                 | 71.41  |
| 04-10     | 04-09     | 24431064100014000054622 | PAPER MART ORANGE CA<br>P.O.S.: C7920235 SALES TAX: 3.15                         | 61.17  |
| 04-15     | 04-14     | 24164074105105441273784 | STAPLES INC STAPLES.COM MA<br>P.O.S.: 000000000000000000 SALES TAX: 6.66         | 92.65  |
| 04-18     | 04-17     | 24164074108105441380867 | STAPLES INC STAPLES.COM MA<br>P.O.S.: 000000000000000000 SALES TAX: 6.66         | 92.65  |



ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description  | Amount            |
|----------------------------------|-----------|-------------------------|--|-------------------|
| 04-22                            | 04-20     | 24000774111000007077098 | DOCUMO HTTPSWWW.DOCU NV<br>P.O.S.: opsntxkv14rb3rr SALES TAX: 0.00                     | 98.25             |
| 04-23                            | 04-22     | 24906414113198520662721 | PY *M&M SCREEN PRINTING & 559-3253400 CA<br>P.O.S.: 66268c045f0354ef1 SALES TAX: 54.48 | 795.27            |
| 04-25                            | 04-24     | 24692164115109215683630 | HP *INSTANT INK 855-785-2777 CA<br>P.O.S.: 3465451298290611 SALES TAX: 0.15            | 1.64              |
| 04-29                            | 04-26     | 24116414117083223625559 | NEWEGG INC. 800-390-1119 CA<br>P.O.S.: 550104992 SALES TAX: 0.00                       | 318.99            |
| 04-29                            | 04-26     | 24116414117083225516723 | NEWEGG INC. 800-390-1119 CA<br>P.O.S.: 550105032 SALES TAX: 0.00                       | 159.99            |
| 04-30                            | 04-29     | 24116414120083323617121 | NEWEGG MARKETPLACE 800-390-1119 CA<br>P.O.S.: 550105012 SALES TAX: 111.45              | 1,442.18          |
| <b>Total Purchasing Activity</b> |           |                         |  | <b>\$4,112.40</b> |

**Telecommunication Activity**

| Post Date             | Tran Date | Reference Number        | Transaction Description   | Amount        |
|-----------------------|-----------|-------------------------|---|---------------|
| 04-29                 | 04-26     | 24692164117100887024953 | ADT SECURITY*404964992 WWW.ADT.COM FL<br>P.O.S.: 000000000000000000 SALES TAX: 0.12 | 1.58          |
| <b>Total Activity</b> |           |                         |   | <b>\$1.58</b> |

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount   |
|-----------|-----------|-------------------------|--|----------|
| 04-01     | 03-30     | 24035964090634002272402 | AMERICAN AIR0012128626437 FORT WORTH TX<br>GRIMES/RACHEL DEPART: 04-14-24<br>P.O.S.: SALES TAX: \$0.00<br>SFO AA S LAX MQ S SAT                    | 218.61   |
| 04-01     | 03-29     | 24692164090101591746734 | SOUTHWES 5262274409983 800-435-9792 TX<br>GRIMES/RACHEL DEPART: 04-08-24<br>P.O.S.: SALES TAX: \$0.00<br>SAT WN Q DEN WN Q OAK                     | 457.98   |
| 04-01     | 03-29     | 24717054090870901100683 | DELTA AIR 0062223428600 800-2211212 CA<br>HOPPE/NANCY DEPART: 04-21-24<br>P.O.S.: SALES TAX: \$0.00<br>BNA DL M SLC DL M SMF DL U ATL DL U BNA     | 782.20   |
| 04-02     | 04-01     | 24692164092100268386293 | HOTELSCOM7279543451844 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 158.40   |
| 04-02     | 04-01     | 24692164092100268402488 | HOTELSCOM7279543698121 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 158.40   |
| 04-02     | 04-01     | 24692164093100312577664 | HOTELSCOM7279544671506 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 356.16   |
| 04-04     | 04-03     | 24717054095870951173809 | DELTA AIR 0062224601650 800-2211212 CA<br>TEUTIMEZ III/JO DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>TYS DL M ATL DL M SMF DL L ATL DL L TYS | 867.20   |
| 04-05     | 04-04     | 24692164095102672958946 | HOTELSCOM7279772779140 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 559.44   |
| 04-05     | 04-04     | 24692164095102672974315 | HOTELSCOM7279773506343 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 3,294.60 |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount   |
|-----------|-----------|-------------------------|---|----------|
| 04-08     | 04-05     | 24000974098403200207673 | BEST WESTERN PLUS THOU THOUSAND OAKS CA<br>0000585017 ARRIVAL: 04-04-24 | 333.20   |
| 04-08     | 04-05     | 24692164097103698996769 | HOTELSCOM7279857229083 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 445.20   |
| 04-08     | 04-06     | 24692164097103795659518 | HOTELSCOM7279862938782 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 634.31   |
| 04-12     | 04-11     | 24692164102108409008823 | HOTELSCOM7280331057489 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 774.60   |
| 04-12     | 04-11     | 24692164102108409021909 | HOTELSCOM7280331680220 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 1,122.10 |
| 04-12     | 04-11     | 24692164102108409024499 | HOTELSCOM7280331816467 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 964.08   |
| 04-12     | 04-11     | 24692164102108409035180 | HOTELSCOM7280332374286 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 964.08   |
| 04-12     | 04-11     | 24692164102108409055568 | HOTELSCOM7280333416764 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 3,472.53 |
| 04-12     | 04-11     | 24692164102108437312114 | HOTELSCOM7280333776185 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 2,850.30 |
| 04-12     | 04-11     | 24692164102108437319077 | HOTELSCOM7280334090765 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 1,011.80 |
| 04-12     | 04-11     | 24692164102108437344455 | HOTELSCOM7280335441888 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 1,495.12 |
| 04-12     | 04-11     | 24692164102108437353522 | HOTELSCOM7280335949864 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 1,184.08 |
| 04-12     | 04-11     | 24692164102108437364388 | HOTELSCOM7280336496241 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 1,495.74 |
| 04-12     | 04-11     | 24692164102108454786331 | HOTELSCOM7280336974908 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 2,661.14 |
| 04-12     | 04-11     | 24692164102108454795159 | HOTELSCOM7280337408248 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 3,541.16 |
| 04-12     | 04-11     | 24692164102108529502796 | HOTELSCOM7280341309825 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 1,165.40 |
| 04-12     | 04-11     | 24692164102108529531316 | HOTELSCOM7280341698980 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 2,803.60 |
| 04-12     | 04-11     | 24692164102108529551173 | HOTELSCOM7280342169109 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 580.12   |
| 04-12     | 04-11     | 24692164102108529578507 | HOTELSCOM7280342537028 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 393.97   |
| 04-12     | 04-11     | 24692164102108559141754 | HOTELSCOM7280342925248 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 656.61   |
| 04-12     | 04-11     | 24692164102108559156646 | HOTELSCOM7280343566262 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 948.90   |
| 04-12     | 04-11     | 24692164102108559169300 | HOTELSCOM7280344168088 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 511.78   |
| 04-12     | 04-11     | 24692164102108559181693 | HOTELSCOM7280344652748 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00       | 2,558.90 |

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|-----------|-----------|-------------------------|---|----------|
| 04-12     | 04-11     | 24692164102108559200154 | HOTELSCOM7280345428064 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 654.40   |
| 04-16     | 04-15     | 24692164106101711792875 | HOTELSCOM7280650219148 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 175.19   |
| 04-16     | 04-15     | 24692164106101711814372 | HOTELSCOM7280651232349 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 145.36   |
| 04-16     | 04-15     | 24692164106101711829057 | HOTELSCOM7280652030582 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 145.36   |
| 04-16     | 04-15     | 24692164106101746229265 | HOTELSCOM7280655123849 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 779.07   |
| 04-16     | 04-15     | 24692164106101894336433 | HOTELSCOM7280665246940 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 535.17   |
| 04-16     | 04-16     | 24692164107101950680699 | HOTELSCOM7280666375508 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 2,153.13 |
| 04-16     | 04-15     | 24803944107920038005715 | HOTELSCOM7280669743764 HOTELS.COM NV<br>P.O.S.: 340015677717996 SALES TAX: 0.00   | 4,213.68 |
| 04-17     | 04-16     | 24692164107102518484962 | HOTELSCOM7280738378520 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,467.90 |
| 04-17     | 04-16     | 24692164107102564186511 | HOTELSCOM7280740805582 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 6,986.70 |
| 04-17     | 04-16     | 24692164107102564198268 | HOTELSCOM7280741608963 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 922.64   |
| 04-17     | 04-15     | 24692164107102572403775 | SOUTHWES 5262282584499 800-435-9792 TX<br>WHITEHEAD/CHRISTOPHE DEPART: 04-23-24<br>P.O.S.: SALES TAX: \$0.00<br>IAH WN Q LAS WN Q SJC WN Q MDW WN Q IAH | 945.97   |
| 04-17     | 04-16     | 24692164108102752806911 | HOTELSCOM7280759681469 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 831.06   |
| 04-17     | 04-15     | 24755424107271074039890 | HILTON ADVPURCH8002367113 MEMPHIS TN<br>1517467760 ARRIVAL: 04-14-24  | 376.52   |
| 04-18     | 04-16     | 24000974108466101666287 | ALLEGNT AIR,GQT 702-5058888 NV<br>PHILLINGANES CYNTHIA DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>LAS G4 E SCK                                    | 276.00   |
| 04-18     | 04-16     | 24431064108036672942505 | ALASKA AIR 0272367294250 SEATTLE WA<br>CASTILLO/MICHELLE DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>MSO AS X SEA AS X OAK AS X SEA AS X MSO       | 981.20   |
| 04-18     | 04-17     | 24466284108700056507562 | BREEZE AIRWAY1VN7L NEW ROCHELLE NY<br>SANCHEZ NATALIE A DEPART: 04-27-24<br>P.O.S.: SALES TAX: \$0.00<br>RIC MX A SFO MX E RIC                          | 323.00   |
| 04-18     | 04-16     | 24692164108103195326533 | UNITED 0162381199972 UNITED.COM TX<br>HEWETT/TIFFANY DEPART: 04-29-24<br>P.O.S.: SALES TAX: \$0.00<br>BOI UA H SFO UA U BOI                             | 599.15   |

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|-----------|-----------|-------------------------|---|--------|
| 04-18     | 04-16     | 24692164108103195326541 | UNITED 0162381215569 UNITED.COM TX<br>HEWETT/TIFFANY DEPART: 05-13-24<br>P.O.S.: SALES TAX: \$0.00<br>BOI UA W SFO UA V BOI                             | 569.82 |
| 04-18     | 04-17     | 24692164108103332821826 | HOTELSCOM7279256815529 HOTELS.COM WA<br>P.O.S.: MCIO53T3O SALES TAX: 0.00   | 32.48  |
| 04-18     | 04-17     | 24692164108103332830785 | HOTELSCOM7280817540042 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 366.24 |
| 04-18     | 04-16     | 24692164108103383525409 | SOUTHWES 5262283053892 800-435-9792 TX<br>PHILLINGANES/CYNTHIA DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>LAS WN Y OAK WN Q LAS                   | 698.96 |
| 04-18     | 04-16     | 24692164108103383525417 | SOUTHWES 5262283120036 800-435-9792 TX<br>MEYERS/AMY DEPART: 05-19-24<br>P.O.S.: SALES TAX: \$0.00<br>SEA WN Z SMF WN S SEA                             | 341.96 |
| 04-18     | 04-16     | 24692164108103383525425 | SOUTHWES 5262283232707 800-435-9792 TX<br>VALDEZ DEAN/KYRRA EI DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN P OAK WN N DEN WN N DAL          | 438.97 |
| 04-18     | 04-16     | 24692164108103383525433 | SOUTHWES 5262283257061 800-435-9792 TX<br>WORKMAN/SHAINA ELAN DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>DEN WN W SJC WN G DEN                    | 540.95 |
| 04-18     | 04-16     | 24692164108103383525441 | SOUTHWES 5262283250085 800-435-9792 TX<br>MONJE/LAURA KATHLEEN DEPART: 05-24-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN S SAN                            | 218.98 |
| 04-18     | 04-16     | 24692164108103383525458 | SOUTHWES 5262283261239 800-435-9792 TX<br>GONZALEZ/JESSICA MAR DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>AUS WN H SLC WN H SJC WN R AUS          | 749.96 |
| 04-18     | 04-16     | 24692164108103383525466 | SOUTHWES 5262283227978 800-435-9792 TX<br>VALDEZ DEAN/KYRRA EI DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN O SAN WN O SFO WN I PHX WN I DAL | 457.96 |
| 04-18     | 04-16     | 24692164108103383525474 | SOUTHWES 5262283044543 800-435-9792 TX<br>THOMPSON/CHRISTINE L DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>ELP WN Y OAK WN P PHX WN P ELP          | 756.46 |
| 04-18     | 04-16     | 24692164108103383525482 | SOUTHWES 5262283245865 800-435-9792 TX<br>MONJE/LAURA KATHLEEN DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>SAN WN H OAK                            | 272.98 |
| 04-18     | 04-16     | 24692164108103383525490 | SOUTHWES 5262283236275 800-435-9792 TX<br>DUGUAY/MEENA DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>ONT WN I OAK WN I ONT                           | 379.96 |
| 04-18     | 04-16     | 24692164108103383525508 | SOUTHWES 5262283112910 800-435-9792 TX<br>MEYERS/AMY DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>SEA WN W SMF WN M LAS WN M SEA                    | 556.97 |
| 04-18     | 04-18     | 24692164109103649653812 | HOTELSCOM7280841762745 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 816.96 |

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|-----------|-----------|-------------------------|--|-------------|
| 04-18     | 04-17     | 24692164109103678284703 | DELTA 0062228503701 800-221-1212 GA<br>AYERS/HOLLIE DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>ATL DL Q SJC DL Q ATL                         | 977.20      |
| 04-18     | 04-16     | 24717054108871081399038 | DELTA AIR 0062227014841 800-2211212 CA<br>CANNON/TARA ELI DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>SLC DL L SMF DL W SLC                   | 512.20      |
| 04-18     | 04-16     | 24717054108871081409837 | DELTA AIR 0062227088804 800-2211212 CA<br>GRAY/REBECCA LA DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>COS DL T SLC DL T OAK DL M SLC DL M COS | 588.20      |
| 04-18     | 04-16     | 24717054108871081568749 | DELTA AIR 0062227744064 800-2211212 CA<br>SAVAGE/KATHERIN DEPART: 04-29-24<br>P.O.S.: SALES TAX: \$0.00<br>IDA DL S SLC DL S SMF DL B SLC DL B IDA | 1,034.70    |
| 04-18     | 04-16     | 24717054108871081759843 | DELTA AIR 0062227677140 800-2211212 CA<br>CERVANTES/STEPH DEPART: 04-27-24<br>P.O.S.: SALES TAX: \$0.00<br>HSV DL V ATL DL V SMF DL Q ATL DL Q HSV | 541.20      |
| 04-18     | 04-16     | 24717054108871081971059 | DELTA AIR 0062227482372 800-2211212 CA<br>SAVAGE/KATHERIN DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>IDA DL S SLC DL S SMF DL S SLC DL S IDA | 616.70      |
| 04-18     | 04-15     | 74803944109920012028264 | HOTELSCOM7280669743764 HOTELS.COM NV<br>P.O.S.: 340015699491325 SALES TAX: 0.00  | 1,053.42 CR |
| 04-18     | 04-15     | 74803944109920012028280 | HOTELSCOM7280669743764 HOTELS.COM NV<br>P.O.S.: 340015699491329 SALES TAX: 0.00  | 1,053.42 CR |
| 04-18     | 04-15     | 74803944109920012028298 | HOTELSCOM7280669743764 HOTELS.COM NV<br>P.O.S.: 340015699489746 SALES TAX: 0.00  | 1,053.42 CR |
| 04-18     | 04-15     | 74803944109920012028306 | HOTELSCOM7280669743764 HOTELS.COM NV<br>P.O.S.: 340015699490742 SALES TAX: 0.00  | 1,053.42 CR |
| 04-19     | 04-18     | 24035964110634002927753 | AMERICAN AIR0012133996182 FORT WORTH TX<br>STILSON/KARLEY DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>BFL AA S PHX AA S DFW AA S SAV          | 766.25      |
| 04-19     | 04-17     | 24431064109331901026199 | ALASKA AIR 0277033729399 SEATTLE WA<br>CASTILLO/MICHELLE DEPART: 04-28-24<br>P.O.S.: SALES TAX: \$0.00<br>MSO AS M SEA AS V OAK AS G SEA AS V MSO  | 826.21      |
| 04-19     | 04-18     | 24692164109104171209767 | HOTELSCOM7280898909308 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 792.76      |
| 04-19     | 04-18     | 24692164109104190206133 | HOTELSCOM7280902976865 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 216.29      |
| 04-19     | 04-17     | 24692164109104199094662 | SOUTHWES 5262283660020 800-435-9792 TX<br>KOTH/AMANDA MICHELLE DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>SEA WN O OAK WN Z SEA              | 377.96      |
| 04-19     | 04-17     | 24692164109104199094670 | SOUTHWES 5262283487748 800-435-9792 TX<br>ROSE/PATIENCE DEPART: 05-06-24<br>P.O.S.: SALES TAX: \$0.00<br>BOI WN Y OAK WN E LAS WN E BOI            | 649.96      |

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| 04-19     | 04-17     | 24692164109104199094688 | SOUTHWES 5262283480662 800-435-9792 TX<br>CARLON/LEAH DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>PDX WN W OAK WN F PDX                          | 409.95   |
| 04-19     | 04-17     | 24692164109104199094696 | SOUTHWES 5262283534183 800-435-9792 TX<br>STOKEY/MARIE DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>PHX WN Y OAK WN U PHX                         | 636.96   |
| 04-19     | 04-17     | 24692164109104199094704 | SOUTHWES 5262283627924 800-435-9792 TX<br>HARRIS/ELNORA DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>LAS WN Y SMF WN G LAS                        | 579.97   |
| 04-19     | 04-17     | 24692164109104199094712 | SOUTHWES 5262283511270 800-435-9792 TX<br>ROSE/PATIENCE DEPART: 05-19-24<br>P.O.S.: SALES TAX: \$0.00<br>BOI WN Y LAS WN Y SMF WN S BOI               | 600.96   |
| 04-19     | 04-17     | 24692164109104199094720 | SOUTHWES 5262283670516 800-435-9792 TX<br>KOTH/AMANDA MICHELLE DEPART: 05-19-24<br>P.O.S.: SALES TAX: \$0.00<br>SEA WN O OAK WN W SEA                 | 577.97   |
| 04-19     | 04-17     | 24692164109104199094738 | SOUTHWES 5262283679551 800-435-9792 TX<br>PENA/NANCY DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>SNA WN Y OAK WN U SNA                           | 527.96   |
| 04-19     | 04-17     | 24692164109104199094746 | SOUTHWES 5262283620624 800-435-9792 TX<br>DIMAIO/CRYSTAL GWEN DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>PHX WN Y OAK WN U PHX                  | 636.96   |
| 04-19     | 04-17     | 24692164109104199094753 | SOUTHWES 5262283542441 800-435-9792 TX<br>HICKEY/AMY DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN Y OAK WN G DAL                           | 830.96   |
| 04-19     | 04-18     | 24692164109104371413177 | HOTELSCOM7280917344561 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 3,824.85 |
| 04-19     | 04-19     | 24692164110104430255665 | HOTELSCOM7280920998742 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 2,865.06 |
| 04-19     | 04-18     | 24803944110920008180436 | HOTELSCOM7280899575824 HOTELS.COM NV<br>P.O.S.: 160015700307004 SALES TAX: 0.00   | 1,029.45 |
| 04-22     | 04-18     | 24692164110105037845238 | SOUTHWES 5262284075155 800-435-9792 TX<br>EUBANKS/MARCI GAIL DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>STL WN Q DEN WN Q SJC WN E DEN WN E STL | 644.97   |
| 04-22     | 04-18     | 24692164110105037845246 | SOUTHWES 5262284102037 800-435-9792 TX<br>ANGULO/DEBORAH DEPART: 05-19-24<br>P.O.S.: SALES TAX: \$0.00<br>SAT WN R SAN WN R OAK WN O LAS WN O SAT     | 645.96   |
| 04-22     | 04-18     | 24692164110105037845253 | SOUTHWES 5262284005243 800-435-9792 TX<br>SCHNERINGER/KATELYNN DEPART: 05-19-24<br>P.O.S.: SALES TAX: \$0.00<br>LAS WN Q BUR WN Q OAK WN Q LAS        | 606.96   |

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|-----------|-----------|-------------------------|--|-----------|
| 04-22     | 04-18     | 24692164110105037845261 | SOUTHWES 5262283946002 800-435-9792 TX<br>SCHNERINGER/KATELYNN DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>LAS WN Y OAK WN Y LAS          | 839.95    |
| 04-22     | 04-19     | 24692164111105922543848 | SOUTHWES 5262284470087 800-435-9792 TX<br>HOPPE/NANCY DEPART: 05-09-24<br>P.O.S.: SALES TAX: \$0.00<br>SJC WN O LGB WN O OKC                   | 312.98    |
| 04-22     | 04-19     | 24692164111105922543855 | SOUTHWES 5262284467054 800-435-9792 TX<br>HOPPE/NANCY DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>BNA WN Y LAX WN Y SJC                   | 697.98    |
| 04-22     | 04-19     | 24692164111105922543863 | SOUTHWES 5262284455428 800-435-9792 TX<br>BRANDOW/HEATHER RENE DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN W SMF WN N PHX WN N DAL | 633.96    |
| 04-22     | 04-19     | 24692164111105922543871 | SOUTHWES 5262284438073 800-435-9792 TX<br>LASARGE/LISA LYNN DEPART: 05-13-24<br>P.O.S.: SALES TAX: \$0.00<br>PHX WN C SJC WN U PHX             | 402.97    |
| 04-22     | 04-17     | 74431064110036672942506 | ALASKA AIR 0272367294250 SEATTLE WA<br>CASTILLO/MICHELLE DEPART: 00-00-00<br>P.O.S.: SALES TAX: \$0.00   | 981.20 CR |
| 04-23     | 04-22     | 24692164113107531443095 | HOTELSCOM7281228469946 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 732.36    |
| 04-23     | 04-22     | 24692164113107531445462 | HOTELSCOM7281228591785 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,025.85  |
| 04-23     | 04-22     | 24692164113107566067249 | HOTELSCOM7281229296141 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 245.62    |
| 04-23     | 04-22     | 24692164113107566071407 | HOTELSCOM7281229509165 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 732.10    |
| 04-23     | 04-22     | 24692164113107566073064 | HOTELSCOM7281229599307 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 604.53    |
| 04-23     | 04-22     | 24692164113107566073593 | HOTELSCOM7281229610029 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 4,828.08  |
| 04-23     | 04-22     | 24692164113107566076117 | HOTELSCOM7281229736086 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 604.53    |
| 04-23     | 04-22     | 24692164113107566077263 | HOTELSCOM7281229776666 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 732.10    |
| 04-23     | 04-22     | 24692164113107594910998 | HOTELSCOM7281231827689 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,824.92  |
| 04-23     | 04-22     | 24692164113107594932612 | HOTELSCOM7281232700821 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 3,148.44  |
| 04-23     | 04-22     | 24692164113107594957429 | HOTELSCOM7281233879980 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,017.50  |
| 04-23     | 04-22     | 24692164113107613460116 | HOTELSCOM7281234712986 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 407.00    |
| 04-23     | 04-22     | 24692164113107613481716 | HOTELSCOM7281235621689 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 600.93    |

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| 04-23     | 04-22     | 24692164113107613498215 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 7,431.55 |
| 04-23     | 04-22     | 24692164113107613504095 | HOTELSCOM7281236576884 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 909.95   |
| 04-23     | 04-22     | 24692164113107613507031 | HOTELSCOM7281236692344 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 909.95   |
| 04-23     | 04-22     | 24692164113107613509110 | HOTELSCOM7281236783640 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 498.01   |
| 04-23     | 04-22     | 24692164113107613512478 | HOTELSCOM7281236916328 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 909.95   |
| 04-23     | 04-22     | 24692164113107683878015 | HOTELSCOM7281237194201 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,610.44 |
| 04-23     | 04-22     | 24692164113107683908051 | HOTELSCOM7281237615285 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 4,127.28 |
| 04-23     | 04-22     | 24692164113107683947976 | HOTELSCOM7281238425265 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 2,995.14 |
| 04-23     | 04-22     | 24692164113107683987782 | HOTELSCOM7281239218742 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 6,061.30 |
| 04-23     | 04-22     | 24692164113107684020757 | HOTELSCOM7281239726060 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 685.20   |
| 04-23     | 04-22     | 24692164113107712199110 | HOTELSCOM7205462713931 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,119.55 |
| 04-23     | 04-22     | 24692164113107712204340 | HOTELSCOM7205462724455 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 895.32   |
| 04-23     | 04-22     | 24692164113107712208481 | HOTELSCOM7205462732095 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 3,933.30 |
| 04-23     | 04-23     | 24692164114107767001194 | HOTELSCOM7281243619422 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 141.21   |
| 04-23     | 04-23     | 24692164114107767024535 | HOTELSCOM7281244766663 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 5,357.80 |
| 04-23     | 04-23     | 24692164114107803433716 | HOTELSCOM7281245357349 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,042.08 |
| 04-23     | 04-23     | 24692164114107803434748 | HOTELSCOM7205462872212 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,207.43 |
| 04-23     | 04-23     | 24692164114107803438665 | HOTELSCOM7205462879435 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,528.70 |
| 04-23     | 04-23     | 24692164114107803438798 | HOTELSCOM7281245623527 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 898.80   |
| 04-23     | 04-23     | 24692164114107803446775 | HOTELSCOM7281246025028 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 915.60   |
| 04-23     | 04-23     | 24692164114107803462764 | HOTELSCOM7205462921191 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 3,501.40 |
| 04-23     | 04-23     | 24692164114107803467565 | HOTELSCOM7205462930138 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 3,004.00 |



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|-----------|-----------|-------------------------|--|----------|
| 04-23     | 04-23     | 24692164114107803468449 | HOTELSCOM7205462931793 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,398.48 |
| 04-23     | 04-23     | 24692164114107803472854 | HOTELSCOM7205462940790 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 537.00   |
| 04-23     | 04-23     | 24692164114107803474207 | HOTELSCOM7281247594549 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,124.05 |
| 04-23     | 04-23     | 24692164114107803480907 | HOTELSCOM7205462955378 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 585.66   |
| 04-23     | 04-23     | 24692164114107803488579 | HOTELSCOM7205462969952 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 421.87   |
| 04-23     | 04-23     | 24692164114107803494494 | HOTELSCOM7205462981295 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,873.95 |
| 04-23     | 04-22     | 24803944114920009234865 | HOTELSCOM7281233085607 HOTELS.COM NV<br>P.O.S.: 270015743914212 SALES TAX: 0.00  | 401.28   |
| 04-24     | 04-24     | 24035964115634002981953 | AMERICAN AIR0012135445449 FORT WORTH TX<br>KIM/VICTORIA DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>LAX AS H SJC AS L LAX | 571.20   |
| 04-24     | 04-24     | 24035964115634003064163 | AMERICAN AIR0012135460436 FORT WORTH TX<br>KIM/VICTORIA DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>LAX AS M SJC AS K LAX | 571.20   |
| 04-24     | 04-23     | 24692164114108334111375 | HOTELSCOM7281327692688 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 607.62   |
| 04-24     | 04-23     | 24692164114108370089758 | HOTELSCOM7281329153245 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 246.04   |
| 04-24     | 04-23     | 24692164114108370095631 | HOTELSCOM7281329425964 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 501.63   |
| 04-24     | 04-23     | 24692164114108370105190 | HOTELSCOM7281329976643 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 937.45   |
| 04-24     | 04-23     | 24692164114108396711302 | HOTELSCOM7281331998263 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 3,431.80 |
| 04-24     | 04-23     | 24692164114108396728066 | HOTELSCOM7281332709006 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 775.70   |
| 04-24     | 04-23     | 24692164114108396728462 | HOTELSCOM7281332727028 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 1,245.13 |
| 04-24     | 04-23     | 24692164114108396733058 | HOTELSCOM7281332977429 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 620.56   |
| 04-24     | 04-23     | 24692164114108396745870 | HOTELSCOM7281333592202 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 687.73   |
| 04-24     | 04-23     | 24692164114108396749815 | HOTELSCOM7281333763589 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 687.73   |
| 04-24     | 04-23     | 24692164114108431457374 | HOTELSCOM7281333833765 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 687.73   |
| 04-24     | 04-23     | 24692164114108431538330 | HOTELSCOM7281335602841 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00  | 892.10   |

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|------------------|------------------|-------------------------|---|---------------|
| 04-24            | 04-23            | 24692164114108431539866 | HOTELSCOM7281335688647 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 892.10        |
| 04-24            | 04-23            | 24692164114108431541771 | HOTELSCOM7281335765002 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 892.10        |
| 04-24            | 04-24            | 24692164115108564087732 | HOTELSCOM7205465679030 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 4,099.20      |
| 04-24            | 04-24            | 24692164115108564091528 | HOTELSCOM7205465685890 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 2,699.20      |
| 04-24            | 04-24            | 24692164115108564094118 | HOTELSCOM7205465691376 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,639.68      |
| 04-24            | 04-24            | 24692164115108564098689 | HOTELSCOM7205465699235 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,832.32      |
| 04-24            | 04-24            | 24692164115108564104362 | HOTELSCOM7205465709592 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 2,065.32      |
| 04-24            | 04-24            | 24692164115108564106409 | HOTELSCOM7205465713375 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 3,014.38      |
| 04-24            | 04-24            | 24692164115108564108769 | HOTELSCOM7205465717232 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,078.60      |
| 04-24            | 04-24            | 24692164115108564110245 | HOTELSCOM7205465720010 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 742.22        |
| 04-24            | 04-24            | 24692164115108564115806 | HOTELSCOM7205465730050 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 656.64        |
| 04-24            | 04-24            | 24692164115108564116705 | HOTELSCOM7205465732412 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 420.44        |
| 04-24            | 04-24            | 24692164115108564123156 | HOTELSCOM7205465744857 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,131.61      |
| 04-24            | 04-24            | 24692164115108564125235 | HOTELSCOM7205465748413 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 761.23        |
| 04-24            | 04-24            | 24692164115108564126472 | HOTELSCOM7205465750498 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,709.30      |
| 04-24            | 04-24            | 24692164115108564131282 | HOTELSCOM7205465759137 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 687.68        |
| 04-24            | 04-24            | 24692164115108564132835 | HOTELSCOM7205465761952 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 897.98        |
| 04-24            | 04-24            | 24692164115108564136620 | HOTELSCOM7205465769430 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 2,846.85      |
| 04-24            | 04-24            | 24692164115108564138998 | HOTELSCOM7205465773897 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 2,248.10      |
| 04-24            | 04-24            | 24692164115108564140259 | HOTELSCOM7205465776237 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,348.86      |
| 04-24            | 04-24            | 24692164115108564143063 | HOTELSCOM7205465782314 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 1,670.80      |
| 04-24            | 04-24            | 24692164115108611323478 | HOTELSCOM7205465793474 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 4,306.50      |
| 04-25            | 04-24            | 24692164115109025704311 | HOTELSCOM7205467225770 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00 | 4,990.39      |

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| 04-25     | 04-24     | 24692164115109025706118 | HOTELSCOM7205467232198 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,003.87 |
| 04-25     | 04-24     | 24692164115109025708049 | HOTELSCOM7205467237475 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 4,547.25 |
| 04-25     | 04-24     | 24692164115109042962512 | HOTELSCOM7205467304751 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,336.24 |
| 04-25     | 04-24     | 24692164115109042967339 | HOTELSCOM7205467316691 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,988.67 |
| 04-25     | 04-24     | 24692164115109042985653 | HOTELSCOM7205467362433 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,988.67 |
| 04-25     | 04-24     | 24692164115109042987774 | HOTELSCOM7205467367798 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 2,142.81 |
| 04-25     | 04-23     | 24692164115109082498146 | SOUTHWES 5262285886351 800-435-9792 TX<br>ROTH/KELLY COLLEEN DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>BNA WN Y LAX WN Y SJC WN M PHX WN M BNA | 974.96   |
| 04-25     | 04-23     | 24692164115109082498153 | SOUTHWES 5262285892923 800-435-9792 TX<br>SOLOMON/MARISSA ALIC DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>SNA WN Y SJC WN U SNA                 | 524.96   |
| 04-25     | 04-24     | 24692164115109082498161 | SOUTHWES 5262286032213 800-435-9792 TX<br>MARTINEZ HUERTA/VERO DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>ONT WN M SMF WN O ONT                 | 473.96   |
| 04-25     | 04-24     | 24692164115109082498179 | SOUTHWES 5262286029059 800-435-9792 TX<br>SOLOMON/MARISSA ALIC DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>LAS WN Y SJC WN S SNA                 | 638.96   |
| 04-25     | 04-24     | 24692164115109154834798 | HOTELSCOM7281406593508 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 141.90   |
| 04-25     | 04-24     | 24692164115109154859894 | HOTELSCOM7281407819401 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 217.59   |
| 04-25     | 04-24     | 24692164115109177173992 | HOTELSCOM7281408839387 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 662.89   |
| 04-25     | 04-24     | 24692164115109248000018 | HOTELSCOM7281411619403 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 172.98   |
| 04-25     | 04-24     | 24692164115109248037531 | HOTELSCOM7281412375400 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 761.23   |
| 04-25     | 04-24     | 24692164115109277314090 | HOTELSCOM7281414239340 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 3,134.49 |
| 04-25     | 04-24     | 24692164115109277316285 | HOTELSCOM7281414319366 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 3,134.49 |
| 04-25     | 04-25     | 24692164116109332499596 | HOTELSCOM7205468259199 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 2,697.72 |
| 04-25     | 04-25     | 24692164116109332505665 | HOTELSCOM7205468270598 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 846.30   |
| 04-25     | 04-25     | 24692164116109370492230 | HOTELSCOM7205468282751 HOTELS.COM WA<br>P.O.S.: ANKFATXBL SALES TAX: 0.00   | 686.36   |

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|-----------|-----------|-------------------------|---|-----------|
| 04-25     | 04-25     | 24692164116109370495910 | HOTELSCOM7205468290795 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 686.36    |
| 04-25     | 04-25     | 24692164116109370499961 | HOTELSCOM7205468297851 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 583.35    |
| 04-25     | 04-25     | 24692164116109370505510 | HOTELSCOM7205468307979 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 2,878.08  |
| 04-25     | 04-25     | 24692164116109370505817 | HOTELSCOM7205468308651 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 2,811.78  |
| 04-25     | 04-25     | 24692164116109370508191 | HOTELSCOM7205468312756 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 599.76    |
| 04-25     | 04-25     | 24692164116109370513480 | HOTELSCOM7205468322736 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,524.94  |
| 04-25     | 04-25     | 24692164116109370513522 | HOTELSCOM7205468322652 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 4,188.00  |
| 04-25     | 04-25     | 24692164116109370515998 | HOTELSCOM7205468327977 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,116.84  |
| 04-25     | 04-25     | 24692164116109370516715 | HOTELSCOM7205468329776 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 4,800.25  |
| 04-25     | 04-25     | 24692164116109370529619 | HOTELSCOM7281421245026 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 4,332.75  |
| 04-25     | 04-25     | 24692164116109370539022 | HOTELSCOM7281421746283 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 6,133.04  |
| 04-25     | 04-24     | 74692164115109177228452 | HOTELSCOM7279172476187 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 531.28 CR |
| 04-25     | 04-25     | 74692164116109370553614 | HOTELSCOM7205468282751 HOTELS.COM WA<br>P.O.S.: ANKFATXBL SALES TAX: 0.00   | 171.59 CR |
| 04-26     | 04-25     | 24055234116700633850446 | SUNCTRYAIR VB5EHA MINNEAPOLIS MN<br>WRIGHT ANNELESE J DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>MSP SY E SFO                             | 288.99    |
| 04-26     | 04-24     | 24431064116036680624491 | ALASKA AIR 0272368062449 SEATTLE WA<br>FRAMPTON/DENISE DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>RDM AS X SEA AS X SMF AS X SEA AS X RDM | 841.21    |
| 04-26     | 04-25     | 24692164116100074819752 | HOTELSCOM7281494486748 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 166.92    |
| 04-26     | 04-24     | 24692164116109723695646 | UNITED 0162383230103 UNITED.COM TX<br>WHITEHEAD/CHRISTOPHE DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>IAH UA W SMF UA S IAH               | 545.67    |
| 04-26     | 04-24     | 24692164116109923349770 | SOUTHWES 5262286036563 800-435-9792 TX<br>GONZALEZ/ELIZABETH DEPART: 05-12-24<br>P.O.S.: SALES TAX: \$0.00<br>SNA WN M SMF WN S SNA             | 451.97    |
| 04-26     | 04-25     | 24692164117100117307475 | HOTELSCOM7281498033304 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 867.70    |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount                |
|------------------------------|-----------|-------------------------|---|-----------------------|
| 04-26                        | 04-24     | 24717054116871163349240 | SPIRIT AIRL 4870389998510 800-7727117 FL<br>WRIGHT/A DEPART: 05-24-24<br>P.O.S.: SALES TAX: \$0.00<br>OAK NK K SAN                                      | 214.09                |
| 04-29                        | 04-25     | 24692164117100771030397 | SOUTHWES 5262286683528 800-435-9792 TX<br>BEHREND/ERIN COLLEEN DEPART: 05-05-24<br>P.O.S.: SALES TAX: \$0.00<br>ONT WN M SMF WN U ONT                   | 384.96                |
| 04-29                        | 04-25     | 24692164117100771030405 | SOUTHWES 5262286694177 800-435-9792 TX<br>VALDEZ DEAN/KYRRA EI DEPART: 06-03-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN I PHX WN I SNA WN I PHX WN I DAL | 437.96                |
| 04-29                        | 04-25     | 24692164117100771030413 | SOUTHWES 5262286716177 800-435-9792 TX<br>STURTEVANT/JONATHAN DEPART: 06-03-24<br>P.O.S.: SALES TAX: \$0.00<br>RNO WN E OAK WN E SNA WN C LAS WN C RNO  | 317.96                |
| 04-29                        | 04-25     | 24692164117100800867090 | FAIRFIELD INN & SUITES TURLOCK CA<br>52225 ARRIVAL: 04-24-24  | 163.92                |
| 04-29                        | 04-26     | 74692164117100797113875 | HOTELSCOM7272895356240 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,866.05 CR           |
| 04-30                        | 04-29     | 24692164120103275404360 | HOTELSCOM7281808672566 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 176.62                |
| 04-30                        | 04-29     | 24692164120103358858177 | HOTELSCOM7281815488202 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,571.80              |
| 04-30                        | 04-29     | 24692164120103378152114 | HOTELSCOM7281818496485 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 1,619.20              |
| 04-30                        | 04-29     | 24692164120103455635221 | HOTELSCOM7281820102723 HOTELS.COM WA<br>P.O.S.: 0 SALES TAX: 0.00   | 187.08                |
| 04-30                        | 04-29     | 74692164120103455698299 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| 04-30                        | 04-29     | 74692164120103455698380 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| 04-30                        | 04-29     | 74692164120103455698588 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| 04-30                        | 04-29     | 74692164120103455698745 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| 04-30                        | 04-29     | 74692164120103455698935 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| 04-30                        | 04-29     | 74692164120103455699172 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| 04-30                        | 04-29     | 74692164120103455699362 | HOTELSCOM7281236318521 HOTELS.COM WA<br>P.O.S.: PQT3JO0SP SALES TAX: 0.00   | 1,061.65 CR           |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$272,736.71</b>   |
| <b>MARCUS WHITE</b>          |           |                         | <b>CREDITS</b>  | <b>PURCHASES</b>      |
| 4485-9201-0693-8900          |           |                         | \$0.00  | \$1,458.11            |
|                              |           |                         |   | <b>CASH ADV</b>       |
|                              |           |                         |   | \$0.00                |
|                              |           |                         |   | <b>TOTAL ACTIVITY</b> |
|                              |           |                         |   | \$1,458.11            |
| <b>ACCOUNTING CODE:</b>      |           |                         |   |                       |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-10                        | 04-09     | 24137464100100228410594 | TST* HERITAGE EATS NAPA CA<br>P.O.S.: 4aWoG/pGQ46+Lle7a SALES TAX: 2.13 | 33.75             |
| 04-15                        | 04-12     | 24692164104100103613071 | NAPA VALLEY MARRIOTT H NAPA CA<br>49733 ARRIVAL: 04-08-24               | 1,424.36          |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,458.11</b> |

|   |                           |                                |                           |                                     |
|---|---------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>LAUREN WEED</b><br>4485-9201-0898-2336 | <b>CREDITS</b><br>\$11.74 | <b>PURCHASES</b><br>\$1,892.31 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$1,880.57 |
|---|---------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description  | Amount         |
|----------------------------------|-----------|-------------------------|--|----------------|
| 04-26                            | 04-24     | 24427334116710036445321 | SPROUTS FARMERS MAR SAN CLEMENTE CA<br>P.O.S.: 06170710296VLPY7043646074 SALES TAX: 2.47 | 34.40          |
| <b>Total Purchasing Activity</b> |           |                         |  | <b>\$34.40</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-08                        | 03-23     | 74000974098401813927278 | HOTEL ZOSO 760-3259676 CA<br>P.O.S.: 0000003921 SALES TAX: 0.00     | 11.74 CR          |
| 04-10                        | 04-09     | 24013394100000981779581 | RISTORANTE ALLEGRIA NAPA CA   | 240.00            |
| 04-15                        | 04-12     | 24493984104091280011332 | JOHN WAYNE AIRPORT SANTA ANA CA<br>P.O.S.: 28001133 SALES TAX: 0.00 | 98.00             |
| 04-15                        | 04-12     | 24692164104100103613097 | NAPA VALLEY MARRIOTT H NAPA CA<br>49735 ARRIVAL: 04-08-24           | 1,424.36          |
| 04-15                        | 04-12     | 24755424104161045093329 | SMF MANGO TACO 6401523 SACRAMENTO CA                                | 23.31             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,773.93</b> |

**Fleet Activity**

| Post Date                   | Tran Date | Reference Number        | Transaction Description                                      | Amount         |
|-----------------------------|-----------|-------------------------|--|----------------|
| 04-15                       | 04-12     | 24137464104001614164827 | QUIK STOP #0147 WOODLAND CA<br>P.O.S.: 2336 SALES TAX: 11.18 | 72.24          |
| <b>Total Fleet Activity</b> |           |                         |  | <b>\$72.24</b> |

|   |                          |                                |                           |                                     |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>MACKENZIE DURAN</b><br>4485-9201-0993-6299 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,364.69 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,364.69 |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount |
|-----------|-----------|-------------------------|---|--------|
| 04-05     | 04-03     | 24692164095102638617370 | SOUTHWES 5262276333689 800-435-9792 TX<br>DURAN/MACKENZIE JUDI DEPART: 05-04-24<br>P.O.S.: SALES TAX: \$0.00<br>LGB WN P HOU WN P SAV WN Q MDW WN Q LGB | 691.95 |
| 04-15     | 04-12     | 24493984104091280011324 | JOHN WAYNE AIRPORT SANTA ANA CA<br>P.O.S.: 28001132 SALES TAX: 0.00   | 100.00 |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24692164104100103612875 | NAPA VALLEY MARRIOTT H NAPA CA<br>49713 ARRIVAL: 04-08-24 | 1,424.36          |
| 04-15                        | 04-12     | 24801974104796911767197 | C CASA NAPA CA  | 148.38            |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$2,364.69</b> |

|   |                          |                                |                           |                                     |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>LACHELLE CARTER</b><br>4485-9201-1277-6922 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$1,429.67 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$1,429.67 |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24692164104100103612818 | NAPA VALLEY MARRIOTT H NAPA CA<br>49709 ARRIVAL: 04-08-24 | 1,429.67          |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,429.67</b> |

|  |                          |                                |                           |                                     |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>STEPHEN FORD</b><br>4485-9201-2531-5460 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$3,023.80 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$3,023.80 |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-08                        | 04-06     | 24692164098105199294841 | SOUTHWES 5262277567874 800-435-9792 TX<br>FORD/STEPHEN E DEPART: 04-08-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN B LAS WN B OAK WN B DAL | 114.00            |
| 04-10                        | 04-09     | 24013394100000968391129 | NAPASPORT NAPA CA  | 221.52            |
| 04-10                        | 04-08     | 24055234100400885000398 | HABIT NAPA #49 NAPA CA<br>P.O.S.: 1979498518881 SALES TAX: 0.00  | 17.32             |
| 04-12                        | 04-10     | 24692164102108115702875 | TST* CALISTOGA INN RESTAU CALISTOGA CA<br>P.O.S.: 00061892017047197681aa SALES TAX: 0.00   | 671.95            |
| 04-12                        | 04-10     | 24692164102108383702862 | SOUTHWES 5262280074034 800-435-9792 TX<br>FORD/STEPHEN E DEPART: 04-12-24<br>P.O.S.: SALES TAX: \$0.00<br>OAK WN B DAL                   | 143.99            |
| 04-15                        | 04-12     | 24164074103060216426640 | NATIONAL CAR RENTAL OAKLAND CA<br>659763082  | 307.99            |
| 04-15                        | 04-12     | 24204294103001466870083 | SUBWAY 30160 OAKLAND CA<br>P.O.S.: 420429002226467 SALES TAX: 0.64   | 13.43             |
| 04-15                        | 04-12     | 24431064104091774000441 | COD AVIATION PK GAR DALLAS TX<br>P.O.S.: 77400044 SALES TAX: 0.00  | 80.00             |
| 04-15                        | 04-12     | 24692164104100103612883 | NAPA VALLEY MARRIOTT H NAPA CA<br>49714 ARRIVAL: 04-08-24  | 1,424.36          |
| 04-22                        | 04-19     | 24430994111962738681866 | RENTAL TOLL65976308 877-860-1283 CA<br>P.O.S.: 73868186 SALES TAX: 0.00  | 11.95             |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$3,006.51</b> |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Fleet Activity**

| Post Date                   | Tran Date | Reference Number        | Transaction Description  | Amount         |
|-----------------------------|-----------|-------------------------|--|----------------|
| 04-15                       | 04-12     | 24427334104120005645402 | REDWOOD NAPA VALERO NAPA CA<br>P.O.S.: 02012123780VPRYF260564522 SALES TAX: 1.24 | 17.29          |
| <b>Total Fleet Activity</b> |           |                         |  | <b>\$17.29</b> |

|   |                            |                                 |                           |                                      |
|---|----------------------------|---------------------------------|---------------------------|--------------------------------------|
| <b>JULIE COLOMBERO</b><br>4485-9201-2888-3134 | <b>CREDITS</b><br>\$141.17 | <b>PURCHASES</b><br>\$41,715.72 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$41,574.55 |
|---|----------------------------|---------------------------------|---------------------------|--------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount   |
|-----------|-----------|-------------------------|--|----------|
| 04-01     | 03-30     | 24204294090000806027045 | PINTEREST ADS 415-7627100 CA<br>P.O.S.: 2Q1000W5 SALES TAX: 0.00             | 1,000.91 |
| 04-01     | 04-01     | 24204294091000418611037 | FACEBK 58T2XYB562 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00   |
| 04-01     | 03-30     | 24692164090101268513284 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10vA3JO SALES TAX: 0.00   | 500.00   |
| 04-02     | 04-01     | 24692164092102911962942 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10zs6UK SALES TAX: 0.00   | 525.43   |
| 04-03     | 04-02     | 24692164093100583884252 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10B1bUM SALES TAX: 0.00   | 500.00   |
| 04-03     | 04-02     | 24692164093101035462499 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10C88t3 SALES TAX: 0.00   | 500.00   |
| 04-03     | 04-02     | 24692164093101105332952 | 4IMPRINT, INC 4IMPRINT.COM WI<br>P.O.S.: 26959282 SALES TAX: 25.88           | 388.20   |
| 04-03     | 04-01     | 24755424093170934994383 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00         | 54.18    |
| 04-04     | 04-03     | 24204294094000606146033 | FACEBK 954HMYB462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00   |
| 04-04     | 04-04     | 24692164095102048480021 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10Emf1d SALES TAX: 0.00   | 500.00   |
| 04-05     | 04-04     | 24692164095102630762968 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10FFj0q SALES TAX: 0.00   | 500.00   |
| 04-05     | 04-04     | 24755424096150965984690 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00         | 1,006.30 |
| 04-08     | 04-06     | 24204294096000329681058 | FACEBK MYUQHZZK462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00 | 900.00   |
| 04-08     | 04-05     | 24692164096103124240825 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10GMiu7 SALES TAX: 0.00   | 500.00   |
| 04-08     | 04-05     | 24692164096103636192787 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10HUFzd SALES TAX: 0.00   | 500.00   |
| 04-08     | 04-06     | 24692164097104164018450 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10iYLqF SALES TAX: 0.00   | 500.00   |
| 04-08     | 04-07     | 24692164098104720888510 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10K9rev SALES TAX: 0.00   | 500.00   |
| 04-08     | 04-07     | 24692164098105189793695 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10LIZ1f SALES TAX: 0.00   | 500.00   |



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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount   |
|-----------|-----------|-------------------------|---|----------|
| 04-09     | 04-08     | 24204294099001802533078 | FACEBK R3PXTYB462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00     | 900.00   |
| 04-09     | 04-08     | 24692164099105953783319 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10MO0mD SALES TAX: 0.00      | 500.00   |
| 04-09     | 04-03     | 74755424099150954217328 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00            | 13.08 CR |
| 04-10     | 04-09     | 24204294100000215782030 | FACEBK ZDH2MZ462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00      | 290.90   |
| 04-10     | 04-09     | 24692164100106613861385 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10OI7kR SALES TAX: 0.00      | 500.00   |
| 04-10     | 04-09     | 24755424101151011915020 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00            | 213.89   |
| 04-11     | 04-10     | 24692164101107189543505 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10PJFkp SALES TAX: 0.00      | 500.00   |
| 04-11     | 04-10     | 24692164101107641708175 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10QJP4o SALES TAX: 0.00      | 500.00   |
| 04-12     | 04-12     | 24204294102000247655087 | FACEBK CN4QH2Y462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00     | 900.00   |
| 04-12     | 04-11     | 24692164102108218917628 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10RRdy6 SALES TAX: 0.00      | 500.00   |
| 04-15     | 04-14     | 24204294105000208041076 | FACEBK 9RDVFB562 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00      | 900.00   |
| 04-15     | 04-12     | 24692164103108992457915 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10Ts36a SALES TAX: 0.00      | 500.00   |
| 04-15     | 04-13     | 24692164104100235651270 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10Wz0P8 SALES TAX: 0.00      | 500.00   |
| 04-15     | 04-13     | 24692164104109675979943 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10VcSuL SALES TAX: 0.00      | 500.00   |
| 04-15     | 04-14     | 24692164105100921471248 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10XSAJ1 SALES TAX: 0.00      | 500.00   |
| 04-16     | 04-15     | 24692164106101545522704 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P10Z76qw SALES TAX: 0.00      | 500.00   |
| 04-17     | 04-16     | 24145724107900016010328 | THE PERFECT IMPRESSION, I 949-3157960 CA<br>P.O.S.: 80397056895 SALES TAX: 0.00 | 141.88   |
| 04-17     | 04-17     | 24204294108000702819024 | FACEBK CTK8XZK462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00     | 900.00   |
| 04-17     | 04-17     | 24204294108000704547045 | PINTEREST ADS 415-7627100 CA<br>P.O.S.: 2QJ000YW SALES TAX: 0.00                | 1,064.74 |
| 04-17     | 04-16     | 24692164107102270284956 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P110KLSZ SALES TAX: 0.00      | 500.00   |
| 04-17     | 04-17     | 24692164108102933398564 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P112ksuT SALES TAX: 0.00      | 500.00   |
| 04-18     | 04-17     | 24493984109200807900613 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80790061 SALES TAX: 0.00    | 29.42    |
| 04-18     | 04-17     | 24692164108103431983055 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P113p6aS SALES TAX: 0.00      | 500.00   |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount |
|-----------|-----------|-------------------------|--|--------|
| 04-18     | 04-17     | 24755424109151094427648 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00         | 413.63 |
| 04-19     | 04-18     | 24445004110000939260958 | WALGREENS #11241 ALISO VIEJO CA<br>P.O.S.: NONE SALES TAX: 1.47              | 20.46  |
| 04-19     | 04-18     | 24493984110200807000205 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700020 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000494 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700049 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000726 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700072 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000775 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700077 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000783 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700078 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000825 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700082 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000841 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700084 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000882 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700088 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807000932 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700093 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807001062 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700106 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807001138 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700113 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807001153 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700115 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807001179 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700117 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24493984110200807001294 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80700129 SALES TAX: 0.00 | 29.42  |
| 04-19     | 04-18     | 24692164109104031335224 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P114EewK SALES TAX: 0.00   | 500.00 |
| 04-22     | 04-19     | 24204294110000420417032 | FACEBK 5MMT8Z3562 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00 |
| 04-22     | 04-22     | 24204294113000410105065 | FACEBK CXTE42G462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00 |
| 04-22     | 04-19     | 24493984111200807100459 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80710045 SALES TAX: 0.00 | 29.42  |
| 04-22     | 04-19     | 24493984111200807100509 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80710050 SALES TAX: 0.00 | 29.42  |
| 04-22     | 04-19     | 24493984111200807100566 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80710056 SALES TAX: 0.00 | 29.42  |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount    |
|-----------|-----------|-------------------------|---|-----------|
| 04-22     | 04-19     | 24692164110104865719821 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P116AnxT SALES TAX: 0.00    | 500.00    |
| 04-22     | 04-20     | 24692164111105413199373 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P117C8wb SALES TAX: 0.00    | 500.00    |
| 04-22     | 04-20     | 24692164111106046946917 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P118Xbkj SALES TAX: 0.00    | 500.00    |
| 04-22     | 04-21     | 24692164112106761293460 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11au3d4 SALES TAX: 0.00    | 500.00    |
| 04-23     | 04-22     | 24803944114910000167669 | GOOGLE*ADS9121351564 CC GOOGLE.COM CA<br>P.O.S.: V09550877196 SALES TAX: 0.00 | 500.00    |
| 04-24     | 04-23     | 24493984115200807300352 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80730035 SALES TAX: 0.00  | 29.42     |
| 04-24     | 04-23     | 24692164114108003199354 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11df8Fd SALES TAX: 0.00    | 500.00    |
| 04-24     | 04-23     | 74208474114000015149326 | YOUCANBOOK.ME BEDFORD   | 33.60     |
| 04-25     | 04-24     | 24204294115000319766031 | FACEBK* CLXWFZB462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00    |
| 04-25     | 04-24     | 24692164115108775270135 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11f3flp SALES TAX: 0.00    | 500.00    |
| 04-25     | 04-25     | 24692164116109407654760 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11gthhw SALES TAX: 0.00    | 500.00    |
| 04-26     | 04-25     | 24493984117200807500520 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA<br>P.O.S.: 80750052 SALES TAX: 0.00  | 29.42     |
| 04-26     | 04-25     | 24692164116109902771705 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11hAnqt SALES TAX: 0.00    | 500.00    |
| 04-26     | 04-25     | 24755424117151175588029 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00          | 4,050.78  |
| 04-29     | 04-27     | 24204294118000713771030 | FACEBK* M9H9B2G462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00    |
| 04-29     | 04-26     | 24692164117100669405917 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11jnbwH SALES TAX: 0.00    | 500.00    |
| 04-29     | 04-27     | 24692164118101295744454 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11kzH2h SALES TAX: 0.00    | 500.00    |
| 04-29     | 04-28     | 24692164119101919779323 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11m3l5m SALES TAX: 0.00    | 500.00    |
| 04-29     | 04-28     | 24692164119102505594159 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11nh24j SALES TAX: 0.00    | 500.00    |
| 04-29     | 04-26     | 24755424118161182063964 | SMART LEVELS MEDIA 949-5400500 CA<br>P.O.S.: 1079591 SALES TAX: 0.00          | 560.99    |
| 04-29     | 04-26     | 74692164117100883865545 | 4IMPRINT, INC 4IMPRINT.COM WI<br>P.O.S.: 26959282 SALES TAX: 0.00             | 128.09 CR |
| 04-30     | 04-29     | 24204294120001607865033 | FACEBK* 9RPVTZT462 650-5434800 CA<br>P.O.S.: 420429000200589 SALES TAX: 0.00  | 900.00    |
| 04-30     | 04-29     | 24692164120103235652942 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA<br>P.O.S.: P11oATHQ SALES TAX: 0.00    | 500.00    |

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CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Purchasing Activity**

| Post Date                        | Tran Date | Reference Number | Transaction Description | Amount             |
|----------------------------------|-----------|------------------|-------------------------|--------------------|
| <b>Total Purchasing Activity</b> |           |                  |                         | <b>\$40,013.12</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-10                        | 04-08     | 24428064100100254044917 | AMYS DRIVE THRU - ROHNERT ROHNERT PARK CA   | 20.76             |
| 04-15                        | 04-12     | 24013394104001466179269 | NAPA VALLEY BISTRO NAPA CA  | 95.81             |
| 04-15                        | 04-12     | 24692164104100103612743 | NAPA VALLEY MARRIOTT H NAPA CA<br>49703 ARRIVAL: 04-08-24                           | 1,424.36          |
| 04-22                        | 04-21     | 24755424112281121964613 | USC TRANSP T2 MOBILEPAY 213-7403575 CA<br>P.O.S.: df0c61eb-d4a0-4a7 SALES TAX: 0.00 | 20.50             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,561.43</b> |

JESSICA CONDON  
4485-9201-3089-0127**CREDITS**  
\$0.00**PURCHASES**  
\$1,471.38**CASH ADV**  
\$0.00**TOTAL ACTIVITY**  
\$1,471.38**ACCOUNTING CODE:****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24692164104100103612826 | NAPA VALLEY MARRIOTT H NAPA CA<br>49710 ARRIVAL: 04-08-24 | 1,468.15          |
| 04-15                        | 04-12     | 24692164104100103612834 | NAPA VALLEY MARRIOTT H NAPA CA<br>49710 ARRIVAL: 04-08-24 | 3.23              |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,471.38</b> |

AMY PHILLIPS  
4485-9201-3459-5177**CREDITS**  
\$284.96**PURCHASES**  
\$2,319.24**CASH ADV**  
\$0.00**TOTAL ACTIVITY**  
\$2,034.28**ACCOUNTING CODE:****Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount    |
|-----------|-----------|-------------------------|---|-----------|
| 04-08     | 04-04     | 24692164096103485070753 | SOUTHWES 5262276950117 800-435-9792 TX<br>PHILLIPS/AMY CATHERI DEPART: 06-20-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN E SNA WN E SMF | 284.96    |
| 04-15     | 04-12     | 24692164104100103613006 | NAPA VALLEY MARRIOTT H NAPA CA<br>49726 ARRIVAL: 04-08-24   | 1,424.36  |
| 04-19     | 04-17     | 24692164109104199125227 | SOUTHWES 5262283491564 800-435-9792 TX<br>PHILLIPS/AMY CATHERI DEPART: 06-20-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN E SNA WN G SMF | 309.96    |
| 04-22     | 04-19     | 74692164110105038560005 | SOUTHWES 5262276950117 800-435-9792 TX<br>PHILLIPS/AMY CATHERI DEPART: 04-19-24<br>P.O.S.: SALES TAX: \$0.00<br>DAL WN Y DAL          | 284.96 CR |
| 04-26     | 04-24     | 24692164116109923350380 | SOUTHWES 5262286112534 800-435-9792 TX<br>PHILLIPS/AMY CATHERI DEPART: 08-12-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN E SNA WN E SMF | 299.96    |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

| INDIVIDUAL CARDHOLDER ACTIVITY         |           |                         |   |                         |                    |                              |
|--|-----------|-------------------------|---|-------------------------|--------------------|------------------------------|
| Travel Activity                        |           |                         |   |                         |                    |                              |
| Post Date                              | Tran Date | Reference Number        | Transaction Description   |                         | Amount             |                              |
| Total Travel Activity                  |           |                         |   |                         | \$2,034.28         |                              |
| LESLIE DOMBEK<br>4485-9201-4073-4588   |           |                         | CREDITS<br>\$0.00   | PURCHASES<br>\$1,430.83 | CASH ADV<br>\$0.00 | TOTAL ACTIVITY<br>\$1,430.83 |
| ACCOUNTING CODE:                       |           |                         |   |                         |                    |                              |
| Travel Activity                        |           |                         |   |                         |                    |                              |
| Post Date                              | Tran Date | Reference Number        | Transaction Description   |                         | Amount             |                              |
| 04-15                                  | 04-12     | 24692164104100103612859 | NAPA VALLEY MARRIOTT H NAPA CA<br>49712 ARRIVAL: 04-08-24   |                         | 1,424.36           |                              |
| 04-15                                  | 04-12     | 24692164104100103612867 | NAPA VALLEY MARRIOTT H NAPA CA<br>49712 ARRIVAL: 04-08-24   |                         | 6.47               |                              |
| Total Travel Activity                  |           |                         |   |                         | \$1,430.83         |                              |
| DANIEL HERTZLER<br>4485-9201-5003-7583 |           |                         | CREDITS<br>\$0.00   | PURCHASES<br>\$2,284.54 | CASH ADV<br>\$0.00 | TOTAL ACTIVITY<br>\$2,284.54 |
| ACCOUNTING CODE:                       |           |                         |   |                         |                    |                              |
| Travel Activity                        |           |                         |   |                         |                    |                              |
| Post Date                              | Tran Date | Reference Number        | Transaction Description   |                         | Amount             |                              |
| 04-10                                  | 04-09     | 24137464100100228416385 | TST* DOWNTOWN JOE'S NAPA CA   |                         | 37.14              |                              |
| 04-15                                  | 04-12     | 24055224104016000314535 | LAZ PARKING L47179-SKI LONG BEACH CA<br>P.O.S.: 00031453 SALES TAX: 9.58  |                         | 103.00             |                              |
| 04-15                                  | 04-12     | 24164074103060216424439 | NATIONAL CAR RENTAL SACRAMENTO CA<br>238355779  |                         | 412.72             |                              |
| 04-15                                  | 04-11     | 24692164103109242150490 | SOUTHWES 5262280598943 800-435-9792 TX<br>HERTZLER/DANIEL DEPART: 04-12-24<br>P.O.S.: SALES TAX: \$0.00<br>SMF WN Q LGB |                         | 249.99             |                              |
| 04-15                                  | 04-12     | 24692164104100103612917 | NAPA VALLEY MARRIOTT H NAPA CA<br>49717 ARRIVAL: 04-08-24   |                         | 1,424.36           |                              |
| 04-15                                  | 04-12     | 24692164104109841581003 | TST* URBAN ROOTS BREWERY SACRAMENTO CA<br>P.O.S.: 00030498017074996030aa SALES TAX: 0.00                                |                         | 28.32              |                              |
| Total Travel Activity                  |           |                         |   |                         | \$2,255.53         |                              |
| Fleet Activity                         |           |                         |   |                         |                    |                              |
| Post Date                              | Tran Date | Reference Number        | Transaction Description   |                         | Amount             |                              |
| 04-15                                  | 04-12     | 24122544104744008313171 | ARCO#83059GREEN DESERT O SACRAMENTO CA<br>P.O.S.: 00831317 SALES TAX: 0.00  |                         | 29.01              |                              |
| Total Fleet Activity                   |           |                         |   |                         | \$29.01            |                              |
| ZANA KIDD<br>4485-9201-5911-2338       |           |                         | CREDITS<br>\$0.00   | PURCHASES<br>\$1,446.99 | CASH ADV<br>\$0.00 | TOTAL ACTIVITY<br>\$1,446.99 |
| ACCOUNTING CODE:                       |           |                         |   |                         |                    |                              |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description  | Amount            |
|------------------------------|-----------|-------------------------|--|-------------------|
| 04-15                        | 04-12     | 24692164104100103612800 | NAPA VALLEY MARRIOTT H NAPA CA<br>49708 ARRIVAL: 04-08-24                        | 1,424.36          |
| 04-15                        | 04-12     | 24692164104109843230831 | TST* HIGH FLYING FOODS - OAKLAND CA<br>P.O.S.: 8QvSoQHwrwEPQJonW SALES TAX: 1.93 | 22.63             |
| <b>Total Travel Activity</b> |           |                         |  | <b>\$1,446.99</b> |

|  |                          |                                |                           |                                     |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>HEATHER TAMAYO</b><br>4485-9201-5987-5843 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,075.73 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,075.73 |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description  | Amount         |
|----------------------------------|-----------|-------------------------|--|----------------|
| 04-04                            | 04-03     | 74083424095000000317472 | GOWINSTON.AI MONTREAL BC   | 29.00          |
| 04-10                            | 04-09     | 24692164100106624680451 | 2430 SMF SACTOWN SHOP SACRAMENTO CA<br>P.O.S.: 10557 SALES TAX: 0.00 | 12.99          |
| <b>Total Purchasing Activity</b> |           |                         |  | <b>\$41.99</b> |

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24164074103060216424652 | NATIONAL CAR RENTAL SACRAMENTO CA<br>238356705                      | 500.26            |
| 04-15                        | 04-12     | 24493984104091280009781 | JOHN WAYNE AIRPORT SANTA ANA CA<br>P.O.S.: 28000978 SALES TAX: 0.00 | 80.00             |
| 04-15                        | 04-12     | 24692164104100103613055 | NAPA VALLEY MARRIOTT H NAPA CA<br>49731 ARRIVAL: 04-08-24           | 1,424.36          |
| 04-15                        | 04-12     | 24755424104161045092818 | SMF MANGO TACO 6401523 SACRAMENTO CA                                | 29.12             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$2,033.74</b> |

|   |                          |                                |                           |                                     |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>AYESHA VISHNANI</b><br>4485-9201-6120-2069 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,167.99 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,167.99 |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-09                        | 04-09     | 24453884100005286824138 | SMALL WORLD CAFE NAPA CA<br>P.O.S.: 0 SALES TAX: 0.00                   | 35.50             |
| 04-15                        | 04-14     | 24164074105060216548532 | NATIONAL CAR RENTAL OAKLAND CA<br>659767556                             | 684.23            |
| 04-15                        | 04-12     | 24692164104100103613105 | NAPA VALLEY MARRIOTT H NAPA CA<br>49736 ARRIVAL: 04-08-24               | 1,424.36          |
| 04-22                        | 04-21     | 24430994113962024872235 | RENTAL TOLL65976755 877-860-1283 CA<br>P.O.S.: 02487223 SALES TAX: 0.00 | 23.90             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$2,167.99</b> |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY**

|   |                           |                                |                           |                                     |
|---|---------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>HAZEL ENG</b><br>4485-9201-6164-2025 | <b>CREDITS</b><br>\$30.00 | <b>PURCHASES</b><br>\$1,416.55 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$1,386.55 |
|---|---------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-10                        | 04-08     | 24755424100151009827873 | ONT EINSTEIN BROS T4 1419 ONTARIO CA                      | 19.98             |
| 04-11                        | 04-10     | 74943004101722899277184 | HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA                 | 30.00 CR          |
| 04-15                        | 04-12     | 24692164104100103612842 | NAPA VALLEY MARRIOTT H NAPA CA<br>49711 ARRIVAL: 04-08-24 | 1,378.26          |
| 04-15                        | 04-12     | 24755424104161045093196 | SMF MANGO TACO 6401523 SACRAMENTO CA                      | 18.31             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,386.55</b> |

|   |                          |                                |                           |                                     |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>MICHELE RUSHING</b><br>4485-9201-6255-0029 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$1,451.28 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$1,451.28 |
|---|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Travel Activity**

| Post Date                    | Tran Date | Reference Number        | Transaction Description                                   | Amount            |
|------------------------------|-----------|-------------------------|---|-------------------|
| 04-15                        | 04-12     | 24692164104100103613014 | NAPA VALLEY MARRIOTT H NAPA CA<br>49727 ARRIVAL: 04-08-24 | 1,424.36          |
| 04-15                        | 04-12     | 24755424104161045177924 | SMF URBAN CRAVE 6405413 SACRAMENTO CA                     | 26.92             |
| <b>Total Travel Activity</b> |           |                         |   | <b>\$1,451.28</b> |

|  |                          |                                |                           |                                     |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|
| <b>TIFFANY CARRASCO</b><br>4485-9201-6588-5331 | <b>CREDITS</b><br>\$0.00 | <b>PURCHASES</b><br>\$2,148.02 | <b>CASH ADV</b><br>\$0.00 | <b>TOTAL ACTIVITY</b><br>\$2,148.02 |
|--|--------------------------|--------------------------------|---------------------------|-------------------------------------|

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date                        | Tran Date | Reference Number        | Transaction Description  | Amount          |
|----------------------------------|-----------|-------------------------|--|-----------------|
| 04-02                            | 04-01     | 24011344092000072309204 | COLUMN PUBLIC NOTICE HTTPSCOLUMN.U DC<br>P.O.S.: opsntq528l5ma SALES TAX: 0.00 | 137.50          |
| 04-08                            | 04-05     | 24493984097083165819300 | CA NEWSPAPERS ADV S 888-454-9588 CA<br>P.O.S.: 3452393 SALES TAX: 0.00         | 128.43          |
| <b>Total Purchasing Activity</b> |           |                         |  | <b>\$265.93</b> |

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount   |
|-----------|-----------|-------------------------|--|----------|
| 04-10     | 04-09     | 24137464100100228419017 | TST* HERITAGE EATS NAPA CA<br>P.O.S.: Ear4dUPtypqgAIKLA SALES TAX: 3.19          | 52.57    |
| 04-15     | 04-12     | 24427334103740301912049 | MCDONALD'S F10150 MERCED CA<br>P.O.S.: 09441580150VPTY7030191204 SALES TAX: 0.00 | 11.13    |
| 04-15     | 04-12     | 24692164104100103612750 | NAPA VALLEY MARRIOTT H NAPA CA<br>49704 ARRIVAL: 04-08-24                        | 1,424.36 |
| 04-15     | 04-12     | 24692164104100103612768 | NAPA VALLEY MARRIOTT H NAPA CA<br>49704 ARRIVAL: 04-08-24                        | 6.47     |
| 04-16     | 04-15     | 24941354106613114898204 | HERTZ #0737911 VISALIA CA<br>114898206   | 265.51   |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

**INDIVIDUAL CARDHOLDER ACTIVITY****Travel Activity**

| Post Date | Tran Date | Reference Number | Transaction Description | Amount                       |
|-----------|-----------|------------------|-------------------------|------------------------------|
|           |           |                  |                         | <b>Total Travel Activity</b> |
|           |           |                  |                         | \$1,760.04                   |

**Fleet Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount                      |
|-----------|-----------|-------------------------|--|-----------------------------|
| 04-15     | 04-12     | 24316054104548952925658 | SHELL OIL12802519004 RIPON CA<br>P.O.S.: 000000 SALES TAX: 0.00        | 82.34                       |
| 04-16     | 04-15     | 24034544106001739159216 | 76 - DBA CAL FRESNO OIL 1 VISALIA CA<br>P.O.S.: P15002 SALES TAX: 0.03 | 39.71                       |
|           |           |                         |  | <b>Total Fleet Activity</b> |
|           |           |                         |  | \$122.05                    |

| JENNIFER BRUNNER    | CREDITS | PURCHASES  | CASH ADV | TOTAL ACTIVITY |
|---------------------|---------|------------|----------|----------------|
| 4485-9201-7126-5320 | \$0.00  | \$1,656.89 | \$0.00   | \$1,656.89     |

ACCOUNTING CODE:

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description   | Amount                       |
|-----------|-----------|-------------------------|---|------------------------------|
| 04-01     | 03-31     | 24430994092962980430825 | ERAC TOLL 3S3J17 877-860-1258 CA<br>P.O.S.: CHG01F7FDAF41F887 SALES TAX: 0.00 | 13.01                        |
| 04-09     | 04-08     | 24692164099106103537712 | SQ *NICK THE GREEK DAVIS CA<br>P.O.S.: 00011529215138670 SALES TAX: 6.76      | 91.76                        |
| 04-15     | 04-12     | 24493984104091280011399 | JOHN WAYNE AIRPORT SANTA ANA CA<br>P.O.S.: 28001139 SALES TAX: 0.00           | 98.00                        |
| 04-15     | 04-12     | 24692164104100103612784 | NAPA VALLEY MARRIOTT H NAPA CA<br>49706 ARRIVAL: 04-08-24                     | 1,424.36                     |
| 04-15     | 04-12     | 24755424104161045179003 | SMF URBAN CRAVE 6405413 SACRAMENTO CA   | 29.76                        |
|           |           |                         |   | <b>Total Travel Activity</b> |
|           |           |                         |   | \$1,656.89                   |

| ASHLEY LARSEN       | CREDITS | PURCHASES  | CASH ADV | TOTAL ACTIVITY |
|---------------------|---------|------------|----------|----------------|
| 4485-9201-9282-6654 | \$0.00  | \$4,581.22 | \$0.00   | \$4,581.22     |

ACCOUNTING CODE:

**Purchasing Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount                           |
|-----------|-----------|-------------------------|--|----------------------------------|
| 04-08     | 04-05     | 24000974096398900474932 | THE UPS STORE 0041 949-2401131 CA<br>P.O.S.: V0041-29240405191 SALES TAX: 0.00 | 342.16                           |
| 04-12     | 04-11     | 24003414102900014605891 | CULINARY INSTITUTE OF AME 845-4529600 CA<br>P.O.S.: 67090366 SALES TAX: 0.00   | 525.00                           |
|           |           |                         |  | <b>Total Purchasing Activity</b> |
|           |           |                         |  | \$867.16                         |

**Travel Activity**

| Post Date | Tran Date | Reference Number        | Transaction Description  | Amount   |
|-----------|-----------|-------------------------|--|----------|
| 04-10     | 04-09     | 24755424100281007738689 | CASTELLO DI AMOROSA CALISTOGA CA   | 2,267.70 |
| 04-15     | 04-12     | 24692164104100103612933 | NAPA VALLEY MARRIOTT H NAPA CA<br>49720 ARRIVAL: 04-08-24                        | 1,424.36 |
| 04-15     | 04-12     | 24692164104109843230823 | TST* HIGH FLYING FOODS - OAKLAND CA<br>P.O.S.: /E+O/5q1VJUKJGyL6 SALES TAX: 2.05 | 22.00    |



ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

| INDIVIDUAL CARDHOLDER ACTIVITY     |           |                         |   |                         |                    |                              |
|------------------------------------|-----------|-------------------------|---|-------------------------|--------------------|------------------------------|
| Travel Activity                    |           |                         |   |                         |                    |                              |
| Post Date                          | Tran Date | Reference Number        | Transaction Description   |                         |                    | Amount                       |
| Total Travel Activity              |           |                         |   |                         |                    | \$3,714.06                   |
| KARA MANNIX<br>4485-9280-5146-8864 |           |                         | CREDITS<br>\$0.00   | PURCHASES<br>\$1,974.54 | CASH ADV<br>\$0.00 | TOTAL ACTIVITY<br>\$1,974.54 |
| ACCOUNTING CODE:                   |           |                         |   |                         |                    |                              |
| Travel Activity                    |           |                         |   |                         |                    |                              |
| Post Date                          | Tran Date | Reference Number        | Transaction Description   |                         |                    | Amount                       |
| 04-15                              | 04-12     | 24037614105900018560839 | RDM AIRPORT PARKING REDMOND OR  |                         |                    | 104.00                       |
| 04-15                              | 04-12     | 24164074103060216430220 | NATIONAL CAR RENTAL SAN FRANCISCO CA<br>361802269                       |                         |                    | 342.95                       |
| 04-15                              | 04-12     | 24692164104100103612982 | NAPA VALLEY MARRIOTT H NAPA CA<br>49724 ARRIVAL: 04-08-24               |                         |                    | 1,424.36                     |
| 04-22                              | 04-19     | 24430994111962574753076 | RENTAL TOLL36180226 877-860-1283 CA<br>P.O.S.: 57475307 SALES TAX: 0.00 |                         |                    | 11.95                        |
| 04-25                              | 04-24     | 24430994116962651015246 | RENTAL TOLL36180226 877-860-1283 CA<br>P.O.S.: 65101524 SALES TAX: 0.00 |                         |                    | 11.95                        |
| Total Travel Activity              |           |                         |   |                         |                    | \$1,895.21                   |
| Fleet Activity                     |           |                         |   |                         |                    |                              |
| Post Date                          | Tran Date | Reference Number        | Transaction Description   |                         |                    | Amount                       |
| 04-15                              | 04-12     | 24034544103001398792078 | 76 - SAN BRUNO 6 SAN BRUNO CA<br>P.O.S.: P76006 SALES TAX: 0.03         |                         |                    | 79.33                        |
| Total Fleet Activity               |           |                         |   |                         |                    | \$79.33                      |

# INVOICE

**TTC4SUCCESS**

3615 Waterside Way  
Louisville, TN 37777

tasha@ttc4success.com  
+1 (951) 775-4292



## Connections

### Bill to

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

### Ship to

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

## Invoice details

Invoice no.: 1401  
Terms: Net 30  
Invoice date: 05/06/2024  
Due date: 06/05/2024

| #     | Date | Product or service   | Description               | Qty | Rate        | Amount              |
|-------|------|----------------------|---------------------------|-----|-------------|---------------------|
| 1.    |      | <b>SPED Services</b> | April 2024 Southern CA    | 1   | \$55,822.68 | \$55,822.68         |
| 2.    |      | <b>SPED Services</b> | April 2024 Northern CA    | 1   | \$30,375.18 | \$30,375.18         |
| 3.    |      | <b>SPED Services</b> | April 2024 North Bay      | 1   | \$6,733.80  | \$6,733.80          |
| 4.    |      | <b>SPED Services</b> | April 2024 Monterrey Bay  | 1   | \$5,173.02  | \$5,173.02          |
| 5.    |      | <b>SPED Services</b> | April 2024 Central Coast  | 1   | \$313.20    | \$313.20            |
| 6.    |      | <b>SPED Services</b> | April 2024 Central Valley | 1   | \$2,662.20  | \$2,662.20          |
| Total |      |                      |                           |     |             | <b>\$101,080.08</b> |

**INVOICE**

**EFFECTUAL EDUCATIONAL  
CONSULTING SERVICES**  
22756 Sweet Meadow  
Mission Viejo, CA 92692

rhawnda.bochum@eecsspedservices  
.com  
(661) 400-1407



**Effectual Educational  
Consulting Services**

### Connections Education dba Pearson OBL:SoCal

**Bill to**

Connections Education dba Pearson OBL  
SoCal  
10960 Grantchester Way - 3rd floor  
Columbia, MD 21044

**Invoice details**

Invoice no.: 12309  
Terms: Net 30  
Invoice date: 03/31/2024

| #  | Date | Product or service              | Description   | Qty  | Rate     | Amount     |
|----|------|---------------------------------|---|------|----------|------------|
| 1. |      | <b>Cindy Lopez CCA</b>          | Cindy Lopez - Vision Services:<br>SoCal<br>03/22/24 0.25 Abby Lightburn   | 0.25 | \$120.00 | \$30.00    |
| 2. |      | <b>Cheryl Stein CCA Virtual</b> | Cheryl Stein - Adaptive PE services:<br>SoCal<br>03/04/24 0.50 Vincent Holling<br>03/04/24 0.25 Vincent Holling<br>03/11/24 0.50 Vincent Holling<br>03/11/24 0.25 Vincent Holling<br>03/18/24 0.50 Vincent Holling<br>03/18/24 0.25 Vincent Holling<br>03/25/24 0.50 Vincent Holling<br>03/25/24 0.25 Vincent Holling | 3    | \$110.00 | \$330.00   |
| 3. |      | <b>Cindy Lopez CCA</b>          | Cindy Lopez - Vision Services:<br>SoCal<br>03/21/24 0.25 Cole Ridgley<br>03/22/24 0.50 Cole Ridgley<br>03/27/24 1.75 Cole Ridgley   | 2.5  | \$120.00 | \$300.00   |
| 4. |      | <b>Clarissa English CCA</b>     | Clarissa English - School Psychologist:<br>SoCal<br>03/01/24 1.00 David Marcial   | 1    | \$110.00 | \$110.00   |
| 5. |      | <b>Bevy Escobar CCA</b>         | Bevy Escobar - School Nurse:<br>SoCal<br>03/13/24 4.00 Almos, Paul<br>03/08/24 4.00 Ammons, Kristyne<br>03/05/24 4.00 Marcial, David<br>03/05/24 4.00 Simmons, Saryah   | 16   | \$110.00 | \$1,760.00 |

|     |                              |   |      |          |            |
|-----|------------------------------|---|------|----------|------------|
| 6.  | <b>Gary Vierra CCA</b>       | Gary Vierra - Adaptive PE services:<br>SoCal<br>03/15/24 0.25 Jonathan Tulak<br>03/15/24 0.50 Jonathan Tulak  | 0.75 | \$110.00 | \$82.50    |
| 7.  | <b>Jill Morrison CCA IC</b>  | Jill Morrison - Individual Counseling:<br>SoCal<br>03/05/24 0.50 Anthony Almos<br>03/05/24 1.00 Anthony Almos<br>03/12/24 0.50 Anthony Almos<br>03/12/24 1.00 Anthony Almos<br>03/19/24 0.50 Anthony Almos<br>03/19/24 1.00 Anthony Almos<br>03/26/24 0.50 Anthony Almos<br>03/26/24 1.00 Anthony Almos<br>03/04/24 0.50 Ryan Lok<br>03/04/24 1.60 Ryan Lok<br>03/11/24 0.50 Ryan Lok<br>03/11/24 1.20 Ryan Lok<br>03/18/24 0.50 Ryan Lok<br>03/18/24 1.00 Ryan Lok<br>03/25/24 0.50 Ryan Lok<br>03/25/24 1.00 Ryan Lok<br>03/05/24 0.50 Shyanna Rivera<br>03/05/24 1.00 Shyanna Rivera<br>03/12/24 0.50 Shyanna Rivera<br>03/12/24 1.00 Shyanna Rivera<br>03/19/24 0.50 Shyanna Rivera<br>03/19/24 1.00 Shyanna Rivera<br>03/26/24 0.50 Shyanna Rivera<br>03/26/24 1.00 Shyanna Rivera | 18.8 | \$100.00 | \$1,880.00 |
| 8.  | <b>Jill Morrison CCA BIS</b> | Jill Morrison - Behavior Intervention Services:<br>SoCal<br>03/05/24 0.50 Petra Arteaga<br>03/05/24 1.00 Petra Arteaga<br>03/12/24 0.50 Petra Arteaga<br>03/12/24 1.20 Petra Arteaga<br>03/19/24 0.50 Petra Arteaga<br>03/19/24 1.00 Petra Arteaga<br>03/26/24 0.50 Petra Arteaga<br>03/26/24 1.00 Petra Arteaga  | 6.2  | \$100.00 | \$620.00   |
| 9.  | <b>Ramona Costello CCA</b>   | Ramona Costello - School Psychologist:<br>SoCal<br>03/01/24 1.00 Jason Green<br>03/05/24 1.00 Seth Alderete   | 2    | \$110.00 | \$220.00   |
| 10. | <b>Kathryn Pierson CCA</b>   | Kathryn Pierson - School Psychologist:<br>SoCal<br>03/01/24 1.50 Jasmine Parra-Villanueva   | 1.5  | \$110.00 | \$165.00   |
| 11. | <b>BAE Therapy CCA</b>       | BAE Therapy - Behavior Intervention Services:<br>SoCal<br>03/06/24 2.00 Matilda Brothers<br>03/13/24 2.00 Matilda Brothers<br>03/20/24 2.00 Matilda Brothers  | 6    | \$100.00 | \$600.00   |
| 12. |                              |   |      |          |            |

SoCal  
 03/06/24 17.00 Samantha Forbis  
 03/20/24 8.00 Rylee Wintland  
 03/23/24 1.00 Rylee Wintland

|     |                         |  |    |          |            |
|-----|-------------------------|--|----|----------|------------|
| 13. | <b>Linda Nguyen CCA</b> | Linda Nguyen - School Psychologist:<br>SoCal<br>03/13/24 26.00 Kristyne Ammons<br>3273828<br>03/13/24 28.00 Jahmil Cooper 5382974<br>03/26/24 25.00 Saryah Simmons | 79 | \$110.00 | \$8,690.00 |
|-----|-------------------------|--|----|----------|------------|

|     |                          |  |       |          |            |
|-----|--------------------------|--|-------|----------|------------|
| 14. | <b>Sarah Johnson CCA</b> | Sarah Johnson - Adaptive PE services:<br>SoCal<br>03/01/24 0.50 Maximus Lopez<br>03/04/24 0.50 Jason Butts<br>03/06/24 0.50 John Bowman<br>03/06/24 0.50 Nico Gentle<br>03/07/24 0.75 Nico Gentle<br>03/07/24 1.00 Nico Gentle<br>03/07/24 0.50 Kenzie Carcamo-Rojas<br>03/07/24 0.50 Maximus Lopez<br>03/07/24 0.50 Irene Bahn<br>03/13/24 0.50 John Bowman<br>03/13/24 0.50 Nico Gentle<br>03/14/24 0.50 Kenzie Carcamo-Rojas<br>03/14/24 0.50 Maximus Lopez<br>03/20/24 0.50 John Bowman<br>03/20/24 0.50 Nico Gentle<br>03/21/24 0.50 Kenzie Carcamo-Rojas<br>03/21/24 0.50 Maximus Lopez<br>03/21/24 0.50 Mia McDaniel<br>03/27/24 0.50 John Bowman<br>03/27/24 0.50 Nico Gentle<br>03/28/24 0.50 Kenzie Carcamo-Rojas<br>03/28/24 0.50 Maximus Lopez | 11.75 | \$110.00 | \$1,292.50 |
|-----|--------------------------|--|-------|----------|------------|

|     |                               |   |   |          |          |
|-----|-------------------------------|---|---|----------|----------|
| 15. | <b>Monique Charbonnet CCA</b> | Monique Charbonnet - Physical<br>Therapist:<br>SoCal<br>03/08/24 1.00 Clarissa Sierra<br>03/12/24 0.50 Clarissa Sierra<br>03/12/24 0.50 Clarissa Sierra<br>03/19/24 0.50 Clarissa Sierra<br>03/19/24 0.50 Clarissa Sierra | 3 | \$160.00 | \$480.00 |
|-----|-------------------------------|---|---|----------|----------|

|     |                             |  |      |          |            |
|-----|-----------------------------|--|------|----------|------------|
| 16. | <b>Michelle Ballard CCA</b> | Michelle Ballard - School Psychologist:<br>SoCal<br>03/01/24 1.00 Paul Almos<br>03/05/24 3.00 Paul Almos<br>03/07/24 3.00 Paul Almos<br>03/10/24 1.00 Paul Almos<br>03/11/24 2.50 Paul Almos | 10.5 | \$110.00 | \$1,155.00 |
|-----|-----------------------------|--|------|----------|------------|

|     |                             |   |   |          |          |
|-----|-----------------------------|---|---|----------|----------|
| 17. | <b>Michael Block CCA CG</b> | Michael Block - Counseling & Guidance:<br>Socal<br>03/06/24 0.50 Johnny Martinez<br>03/13/24 0.50 Johnny Martinez<br>03/20/24 0.50 Johnny Martinez<br>03/27/24 0.50 Johnny Martinez<br>03/06/24 1.00 Johnny Martinez<br>03/13/24 1.00 Johnny Martinez | 6 | \$100.00 | \$600.00 |
|-----|-----------------------------|---|---|----------|----------|

|     |                              |   |       |          |            |
|-----|------------------------------|---|-------|----------|------------|
| 18. | <b>Michael Block CCA IC</b>  | Michael Block - Individual Counseling:<br>SoCal<br>03/04/24 0.50 Angel Thompson<br>03/12/24 0.50 Angel Thompson<br>03/04/24 0.50 Angel Thompson<br>03/12/24 0.50 Angel Thompson<br>03/05/24 0.50 Angela Bautista-Larios<br>03/12/24 0.50 Angela Bautista-Larios<br>03/19/24 0.50 Angela Bautista-Larios<br>03/26/24 0.50 Angela Bautista-Larios<br>03/05/24 1.00 Angela Bautista-Larios<br>03/12/24 1.00 Angela Bautista-Larios<br>03/19/24 1.00 Angela Bautista-Larios<br>03/26/24 1.00 Angela Bautista-Larios<br>03/08/24 0.50 Gillian Gray<br>03/15/24 0.50 Gillian Gray<br>03/22/24 0.50 Gillian Gray<br>03/29/24 0.50 Gillian Gray<br>03/08/24 2.00 Gillian Gray<br>03/15/24 2.00 Gillian Gray<br>03/22/24 2.00 Gillian Gray<br>03/29/24 2.00 Gillian Gray<br>03/08/24 0.50 Hayden Eskins<br>03/14/24 0.50 Hayden Eskins<br>03/22/24 0.50 Hayden Eskins<br>03/29/24 0.50 Hayden Eskins<br>03/08/24 1.75 Hayden Eskins<br>03/14/24 2.00 Hayden Eskins<br>03/22/24 2.00 Hayden Eskins<br>03/29/24 2.00 Hayden Eskins<br>03/08/24 0.50 Leanna Zelaya-Crosthwaite<br>03/08/24 2.00 Leanna Zelaya-Crosthwaite | 30.25 | \$100.00 | \$3,025.00 |
| 19. | <b>Michael Block CCA BIS</b> | Michael Block - Behavior Intervention Services:<br>SoCal<br>03/07/24 1.00 Jonathan Tulak<br>03/14/24 1.00 Jonathan Tulak<br>03/21/24 1.00 Jonathan Tulak<br>03/28/24 1.00 Jonathan Tulak<br>03/07/24 2.00 Jonathan Tulak<br>03/14/24 2.00 Jonathan Tulak<br>03/21/24 2.00 Jonathan Tulak<br>03/28/24 2.00 Jonathan Tulak<br>03/04/24 0.50 Armonie Stewart<br>03/11/24 0.50 Armonie Stewart<br>03/18/24 0.50 Armonie Stewart<br>03/25/24 0.50 Armonie Stewart<br>03/04/24 1.00 Armonie Stewart<br>03/11/24 1.00 Armonie Stewart<br>03/18/24 1.00 Armonie Stewart<br>03/25/24 1.00 Armonie Stewart  | 18    | \$100.00 | \$1,800.00 |
| 20. | <b>Soraya Cleary CCA</b>     | Soraya Cleary - Speech and Language Pathologist:<br>03/02/24 1.50 Jasmine Villanueva  | 1.5   | \$130.00 | \$195.00   |

SoCal  
 03/08/24 0.50 Adrian Christensen  
 03/22/24 0.50 Adrian Christensen

22. Henry Hernandez CCA IC Henry Hernandez - Individual 27.7 \$100.00 \$2,770.00

Counseling:  
 SoCal  
 03/05/24 0.50 Trinity Franco  
 03/05/24 1.31 Trinity Franco  
 03/12/24 0.50 Trinity Franco  
 03/12/24 1.31 Trinity Franco  
 03/19/24 0.50 Trinity Franco  
 03/19/24 1.31 Trinity Franco  
 03/26/24 0.50 Trinity Franco  
 03/26/24 1.31 Trinity Franco  
 03/14/24 0.50 Victor Landa  
 03/14/24 1.31 Victor Landa  
 03/29/24 1.00 Victor Landa  
 03/06/24 0.50 Gavin Miller  
 03/06/24 1.31 Gavin Miller  
 03/13/24 0.50 Gavin Miller  
 03/13/24 1.31 Gavin Miller  
 03/20/24 0.50 Gavin Miller  
 03/20/24 1.31 Gavin Miller  
 03/27/24 0.50 Gavin Miller  
 03/27/24 1.31 Gavin Miller  
 03/14/24 0.50 Samaria Sova  
 03/14/24 1.31 Samaria Sova  
 03/28/24 0.50 Samaria Sova  
 03/28/24 1.31 Samaria Sova  
 03/07/24 0.50 Adrianna Vassil  
 03/07/24 1.31 Adrianna Vassil  
 03/14/24 0.50 Adrianna Vassil  
 03/14/24 1.31 Adrianna Vassil  
 03/21/24 0.50 Adrianna Vassil  
 03/21/24 1.31 Adrianna Vassil  
 03/28/24 0.05 Adrianna Vassil  
 03/28/24 1.31 Adrianna Vassil

23. Henry Hernandez CCA BIS Henry Hernandez - Behavior Intervention 21.45 \$100.00 \$2,145.00

Services:  
 SoCal  
 03/06/24 0.50 Benjamin Barba  
 03/06/24 1.31 Benjamin Barba  
 03/13/24 0.50 Benjamin Barba  
 03/13/24 1.31 Benjamin Barba  
 03/21/24 0.50 Benjamin Barba  
 03/21/24 1.31 Benjamin Barba  
 03/27/24 0.50 Benjamin Barba  
 03/27/24 1.31 Benjamin Barba  
 03/12/24 1.00 Benjamin Barba  
 03/06/24 0.50 Gillian Gray  
 03/06/24 1.31 Gillian Gray  
 03/13/24 0.50 Gillian Gray  
 03/13/24 1.31 Gillian Gray  
 03/20/24 0.50 Gillian Gray  
 03/20/24 1.31 Gillian Gray  
 03/27/24 0.50 Gillian Gray  
 03/27/24 1.31 Gillian Gray  
 03/08/24 0.20 Robert Gray  
 03/01/24 0.50 Immanuel Hunter-Hines  
 03/15/24 0.50 Immanuel Hunter-Hines  
 03/22/24 0.50 Immanuel Hunter-Hines

03/29/24 0.50 Immanuel Hunter-Hines

03/07/24 0.50 Isabel Paulo-Cruz

03/07/24 1.31 Isabel Paulo-Cruz

03/21/24 0.50 Isabel Paulo-Cruz

03/21/24 1.31 Isabel Paulo-Cruz

03/01/24 0.15 Isabel Paulo-Cruz

|     |                               |   |       |          |            |
|-----|-------------------------------|---|-------|----------|------------|
| 24. | <b>Henry Hernandez CCA CG</b> | Henry Hernandez - Counseling & Guidance:<br>Socal<br>03/06/24 0.50 Isaiah Gallegos<br>03/06/24 1.31 Isaiah Gallegos<br>03/13/24 0.50 Isaiah Gallegos<br>03/13/24 1.31 Isaiah Gallegos<br>03/20/24 0.50 Isaiah Gallegos<br>03/20/24 1.31 Isaiah Gallegos<br>03/27/24 0.50 Isaiah Gallegos<br>03/27/24 1.31 Isaiah Gallegos<br>03/07/24 0.50 Bella Nikira<br>03/07/24 1.31 Bella Nikira<br>03/19/24 0.50 Bella Nikira<br>03/19/24 1.31 Bella Nikira | 10.86 | \$100.00 | \$1,086.00 |
| 25. | <b>Artesja Cobb CCA</b>       | Artesja Cobb - Occupational Therapist:<br>SoCAL<br>3/6/2024 0.50 Niko Gentle<br>3/7/2024 1.50 Niko Gentle<br>3/13/2024 0.50 Niko Gentle<br>3/20/2024 0.50 Niko Gentle<br>3/28/2024 1.00 Niko Gentle<br>3/8/2024 1.50 Ivory Mirsky<br>3/22/2024 3.00 Ivory Mirsky  | 8.5   | \$130.00 | \$1,105.00 |
| 26. | <b>Courtney Ellis CCA</b>     | Courtney Ellis - Speech and Language Pathologist:<br>03/08/24 1.00 Belen Martinez<br>03/11/24 1.00 Belen Martinez<br>03/18/24 1.00 Belen Martinez<br>03/25/24 1.00 Belen Martinez   | 4     | \$130.00 | \$520.00   |

**Total** **\$33,921.00**

### Note to customer

Thank you for your business.





|                      |                                  |
|----------------------|----------------------------------|
| Account Name         | California Online Public Schools |
| Account Number       | A275553                          |
| Authorization Number | 0085902000                       |
| Invoice Total        | \$23,222.85                      |
| Invoice Number       | L241198227                       |
| Invoice Date         | 04/08/2024                       |

Due Upon Receipt

Ship To Address: 33272 Valle Road, San Juan Capistrano, CA 92675-4842, United States of America

Direct billing inquiries to 844-325-1836.

**Please pay your bill online at [CLAconnect.com/billpay](https://CLAconnect.com/billpay) - CLA's preferred method of payment.**

Finance charges will be assessed at 1.25% monthly, 15% annually.

| Service / Work Description  | Amount             |
|---|--------------------|
| Progress Billing, 1/3 of fee upon execution of the SOW, includes 5% technology and client support fees. | \$23,222.85        |
| Technology and Client Support Fee   | \$0.00             |
| Sales Tax   | \$0.00             |
| <b>Invoice Total</b>  | <b>\$23,222.85</b> |

We appreciate your business and referrals

0912443A275553000232228500L2411982277

Remit to:

CliftonLarsonAllen LLP  
P.O. Box 31001-2443  
Pasadena, CA 91110-2443

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675-4842

Amount Remitted \$  
Account Number A275553  
Invoice Number L241198227

2023-2024

Payment Request Number: 2023- 24 - 56

Date: 05/20/2024

Invoice Number: 2818856 - rev 1 of 1

Vendor/Payable To: GHA Technologies, Inc.

Address: Dept#2090

PO Box 29661

City: Phoenix

State: Arizona

Zip: 85038

Date Delivered or Mailed:

Method of Payment (circle one):

CHECK NUMBER (FOR OFFICE USE ONLY)

Date Needed (Optional):



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

Credit Card      Check      Money Order      Cashier's Check      **ACH**      OTHER:

| Description   | Item Number<br>(when applicable) | Cost<br>(1)  | Qty<br>(2) | Total Cost<br>(1) x (2) |
|---|----------------------------------|--------------|------------|-------------------------|
| SBUY FORTIS G11 CHROMEBOOK N200 8GB 64GB 14IN<br>(1366 X 768) TOP TOUCHSCREEN U-SLI | 9R3K2UT#ABA                      | \$ 342.00    | 500        | \$ 171,000.00           |
| Google Chrome OS Management Console<br>License - academic                           | CROS-SW-DIS-EDU-NEW              | \$ 33.00     | 500        | \$ 16,500.00            |
| E-Waste Fee   | Fee                              | \$ 4.00      | 500        | \$ 2,000.00             |
| Tax   |                                  | \$ 13,252.50 | 1          | \$ 13,252.50            |
|   |                                  |              |            | \$ -                    |
|   |                                  |              |            | \$ -                    |
| Order Total:  |                                  |              |            | \$ 202,752.50           |

Approve

DocuSigned by:  
Britnie Anderson

Request

DocuSigned by:  
Richie Romero

Adminis

FE9DD366CFFD491...  
al)

Audited by (Signature)

53EF3C0EE6DA47E...

5/20/2024

Date 5/20/2024

Date 5/20/2024

Date

Powered by BoardOnTrack

549 of 1603



**GHA Technologies, Inc.**  
Dept. #2090  
PO Box 29661  
Phoenix, Arizona 85038  
United States  
<http://www.gha-associates.com>  
(P) 480-951-6865  
(F) 480-951-6956

| Proforma         |  |
|------------------|--|
| Date             | May 17, 2024 12:17 PM CDT                          |
| Modified Date    | May 17, 2024 12:20 PM CDT                          |
| Invoice #        | 2818856 - rev 1 of 1                               |
| Description      | Proforma Invoice # 3                               |
| SalesRep         | Dang, Khoi<br>(P) 214-547-8865<br>(F) 480-951-6956 |
| Customer Contact |  |

| Customer   | Bill To   | Ship To   |
|--|---|---|
| California Online Public Schools (CO142834)<br>33272 Valle Rd San Juan<br>Capistrano, CA 92675-4842<br>United States | California Online Public Schools<br>Carter, LaChelle<br>33272 Valle Rd San Juan<br>Capistrano, CA 92675-4842<br>United States<br>(P) 909-588-0718<br><a href="mailto:finance@californiaops.org">finance@californiaops.org</a> | Software MSP c/o Cal OPS<br>Safi, Sangar<br>2200 South Dupont<br>Anaheim, CA 92806<br>United States<br>(P) 909-645-5064<br><a href="mailto:ssafi@softmsp.com">ssafi@softmsp.com</a> |

|                                |                                |                           |
|--------------------------------|--------------------------------|---------------------------|
| Customer PO:<br>2023 - 24 - 80 | Terms:<br>Purchase Order (EFT) | Ship Via:<br>FedEx Ground |
| Special Instructions:          |                                | Carrier Account #:        |

| # | Description  | Part #              | Tax | Qty | Unit Price       | Total               |
|---|--|---------------------|-----|-----|------------------|---------------------|
| 1 | SBUY FORTIS G11 CHROMEBOOK N200 8GB 64GB 14IN (1366 X 768) TOP TOUCHSCREEN U-SLI | 9R3K2UT#ABA         | Yes | 500 | \$342.00         | \$171,000.00        |
| 2 | Google Chrome OS Management Console<br>License - academic                        | CROS-SW-DIS-EDU-NEW | No  | 500 | \$33.00          | \$16,500.00         |
| 3 | E-Waste Fee  | Fee                 | No  | 500 | \$4.00           | \$2,000.00          |
|   |  |                     |     |     | <b>Subtotal:</b> | <b>\$189,500.00</b> |
|   |  |                     |     |     | Tax (7.7500%):   | \$13,252.50         |
|   |  |                     |     |     | Shipping:        | \$0.00              |
|   |  |                     |     |     | Misc:            | \$0.00              |
|   |  |                     |     |     | <b>Total:</b>    | <b>\$202,752.50</b> |

Thank you for your order. We value your business and will continue to provide you excellent service in addition to our comprehensive product line.

GHA is an authorized and leading supplier for Microsoft, HP, Apple, Dell, Lenovo, VMWare, IBM and Cisco. GHA does not source any of these products from the gray market. If you have a pending quotation from a competitor that is significantly less in price, that may be a strong indication of gray market involvement. Please immediately bring this to the attention of your sales professional who can verify with the manufacturer for your benefit and protection. Your sales representative can also talk to you about the risks associated with doing business with a gray market supplier.

-The prices quoted may change due to market conditions beyond our control.

-GHA cannot be responsible for manufacturer availability or delays.

-No verbal quotations or promises can be honored unless set forth herein.

-Due to many people working from home, GHA will not be responsible for the boxes if lost or stolen after the delivery has been made, and if they are lost or stolen, you still agree to pay your GHA invoice. Signature will be required on all shipments.

-Handling Fees: Handling fees charged on shipments are in addition to the freight and insurance charges and vary.

-Returns Policy: Cloud Service Provider CSP orders for Microsoft require at least 30 days of cancellation notice from Buyer. Buyer agrees to pay for any cloud subscription usage incurred. For all other CSP s, GHA will pass through and honor the cancellation policy as stated in the original contract whether 30, 60 or 90 days of cancellation notice is required. Custom computers and technology orders are non-cancellable and non-returnable. No return will be accepted after 30 days from the invoice date. Goods accepted for credit upon return will be subject to handling/restocking charge, which shall be not less than 15% of the price of Goods. Custom-made Goods are not subject to cancellation or return under any circumstances. In no case are Goods to be returned without first obtaining Seller's written permission. Goods must be securely packed in the original packaging and delivered to Seller in an undamaged condition with Buyer being solely responsible for paying all return freight expenses and keeping the GHA invoice current within 30 days from the date of shipment regardless of the reason for a return. All returns must be accompanied by an authorized RMA number, which is valid for 15 days after date of issuance. GHA Technologies makes NO WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE with respect to the goods described hereon. Professional Service Organizations are separate companies from GHA. GHA is not responsible for their workmanship and there is no right to offset payment.

-International shipments/returns: Customer is responsible to pay all VAT, duties, customs charges, freight forwarding services, storage, handling, foreign exchange rates/fees, miscellaneous fees from any country, expedited or return freight expenses. Customer shall be liable; GHA is NOT responsible. GHA is not responsible for any return shipment expenses.

-This document shall be governed by the laws of the State of Arizona.

-You may view all Terms & Conditions at: <https://www.gha-associates.com/terms-and-conditions> - .

-THIS QUOTE HAS BEEN PROVIDED FOR CLIENT AND GHA PURPOSES ONLY\*\*

-CORPORATE OFFICE: (REMIT PAYMENTS TO THE DEPARTMENT NUMBER AND PO BOX LISTED ABOVE; NO PAYMENTS SHOULD BE MAILED TO THE  
CORPORATE OFFICE) GHA Technologies, Inc. 8998 E. Raintree Drive Scottsdale, AZ 85260

**INVOICE**

**Software MSP, LLC**  
20869 Plummer St  
Chatsworth, CA 91311

psingh@softmsp.com  
+1 (818) 983-1196

**California Online Public Schools**

**Bill to**  
Tracy Le  
California Online Public Schools

**Ship to**  
Tracy Le  
California Online Public Schools

**Invoice details**

Invoice no.: 1019  
Terms: Net 15  
Invoice date: 05/22/2024  
Due date: 06/01/2024

| #  | Date | Product or service | Description                                 | Qty | Rate        | Amount      |
|----|------|--------------------|---|-----|-------------|-------------|
| 1. |      | <b>Services</b>    | Chromebook Deployment Project - Milestone 2 | 1   | \$84,117.00 | \$84,117.00 |

**Total** **\$84,117.00**

**Ways to pay**

BANK

Pay invoice



# Invoice

Remit To:  
PO Box 776725  
Chicago, IL 60677-6725  
AR@Edmentum.com  
Tax ID#41-1646390

#INV3231221

Date: 05/23/2024

## Bill To

California Online Public Schools  
California Online Public Schools  
33272 Valle Road  
San Juan Capistrano CA 92675  
United States

**Amount Due** \$210,000.00

| Terms  | Due Date   | PO #        | Order #   | Customer # |
|--------|------------|-------------|-----------|------------|
| Net 15 | 06/07/2024 | 2023-24-103 | #Q-616622 | 745440     |

| Description                                   | Qty   | Start Date | End Date   | Amount |
|---|-------|------------|------------|--------|
| <b>California Online Academy</b>              |       |            |            |        |
| Carone Learning: User Enrollment Subscription | 4,200 | 07/01/2024 | 06/30/2025 |        |
| Carone Learning: User Enrollment Subscription | 2     | 05/23/2024 | 06/30/2024 |        |

**Subtotal** \$210,000.00

**Tax** \$0.00

**Invoice Total** \$210,000.00



FROM

Care Solace, Inc.  
P.O. Box 14190  
Palm Desert CA 92255-4190

BILL TO

CA Connections Academy - MD -  
Dr. Richard Savage  
33272 Valle Road  
San Juan Capistrano, CA 92675  
United States

INVOICE # 2024-11950  
DATE 05/01/2024  
DUE DATE 05/31/2024  
AMOUNT DUE (USD) \$ 36,000.00

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Annual subscription for Care Solace service beginning 07/01/2024 and ending 06/30/2025. | \$36,000.00  |
| AMOUNT DUE (USD)  | \$ 36,000.00 |

Terms: 2/15 Net 30 Days (2% Discount for Net 15 Payment)

Via ACH:  
Bank of Southern California  
Account Name: Care Solace Inc.  
Routing/ABA: 122243402  
Account #: 301023573  
(1% discount for ACH)

Via Check:  
P.O. Box 14190  
Palm Desert CA 92255-4190

| Invoice          |              |
|------------------|--------------|
| Invoice #        | 2024-11950   |
| Due Date         | 05/31/2024   |
| Amount Due (USD) | \$ 36,000.00 |

Care Solace Inc - W-9



**BRANDASTIC**  
IGNITE YOUR POTENTIAL

Brandastic, Inc.  
949.899.7340  
3857 Birch Street  
Suite 271  
Newport Beach, CA 92660

**Billed To**

Julie Colombero  
California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

**Date of Issue**

05/21/2024

**Invoice Number**

1207097

**Amount Due (USD)**

**\$21,000.00**

**Due Date**

06/11/2024

**Description**

**Rate**

**Qty**

**Line Total**

CCAS-1

\$21,000.00

1

\$21,000.00

CCAS-1 California Online Public Schools | Revised Marketing Contract  
| For June

Subtotal

21,000.00

Tax

0.00

Total

21,000.00

Amount Paid

0.00

**Amount Due (USD)**

**\$21,000.00**

**Terms**

If mailing live checks, please use the address noted above. Thank you

PRIVATE POLICY NOTICE: We will NOT share your information. Ever.





National Sports Apparel LLC  
2238 N.Glassell Suite E  
Orange CA 92865  
United States

**Invoice**  
#INV54915  
5/14/2024

**Bill To**

Ashley Larson  
California Online Public Schools  
33272 Valle Rd  
San Juan Capistrano CA 92675  
United States

**Ship To**

Ashley Larson  
California Online Public Schools  
33272 Valle Rd  
San Juan Capistrano CA 92675  
United States

**Total**

**\$49,765.00**

**Due Date: 6/13/2024**

| Terms  | Due Date  | Sales Rep  | Memo | PO # |
|--------|-----------|------------|------|------|
| Net 30 | 6/13/2024 | Jered Hunt |      |      |

| To Invoice | Item  | Options | Rate     | Amount      |
|------------|---|---------|----------|-------------|
| 500        | <b>Misc</b><br>Garb Custom Full Button Uniform<br>Qty 500 |         | \$92.00  | \$46,000.00 |
| 1          | <b>Shipping</b><br>Shipping TBD                           |         | \$200.00 | \$200.00    |

**Subtotal** \$46,200.00

**Tax (7.75%)** \$3,565.00

**Total** \$49,765.00

**Amount Paid** \$0.00

**Amount Remaining** \$49,765.00

Please be advised that there is a 3% fee required for use of a credit card. For questions or to make a payment, please call 714-279-8777. Exchanges are not accepted after 30 days.



INV54915



Pearson

INVOICE

Customer Bill-to:

California Connections Academy Central  
Coast  
33272 VALLE RD  
SAN JUAN CAPISTRANO, CA 92675

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy  
Central Coast  
33272 VALLE RD  
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba

**Pearson Virtual Schools USA**  
509 S Exeter Street, Suite 202  
Baltimore, MD 21202  
Tel: 1-800-843-0019  
Email: [pobisalesops@pearson.com](mailto:pobisalesops@pearson.com)  
Tax ID No: 68-0519943

Invoice Number : 91000015936

Date : 09-MAY-2024

Due Date :

Payment Terms : 4235156

Customer Account : 82079911

Project Number : USD

Currency :

Shipment Terms : CalCACC-23/24

Purchase Order Number :

Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1

Net Amount : USD \$33,790.82

Tax Total : USD \$398.14

Invoice Total : USD \$34,188.96

Amount Due : USD \$34,188.96

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Virtual Schools USA  
32369 Collection Center Drive  
Chicago, IL 60693-0323

Bank Wire to:

Bank Name : Bank of America N A

Bank Address

ABA ACH No : 071000039

ABA Wire No : 026009593

SWIFT Code

A/C No : BOFAUS3N

Bank Account Name : 8188290225

Connections Education

LLC dba Pearson

Virtual Schools USA



Pearson

| Invoice Number: 91000015936 |                          |                |          |            |           | Page 2 of 2 |            |
|-----------------------------|--------------------------|----------------|----------|------------|-----------|-------------|------------|
| Project Number              | Project Agreement Number | Description    | Quantity | List Price | Net Price | Tax         | Line Total |
| 82079911                    | CalCACC-23/24            | Direct Charges | 19       |            | 33,790.82 | 398.14      | 34,188.96  |

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register>.  
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

| Invoice Total | Subtotal    | Total Tax | Invoice Total |
|---------------|-------------|-----------|---------------|
|               | USD         | USD       | USD           |
|               | \$33,790.82 | \$398.14  | \$34,188.96   |



# Pearson

|  |                   |
|--|-------------------|
| <b>Charges for the Following Period:</b> | <b>April 2024</b> |
|--|-------------------|

## Enrollment/Unit Based Charges

|   |                  |
|---|------------------|
| Accounting and Regulatory Reporting             | 458.33           |
| Connexus <sup>™</sup> Annual License (EMS)      | 5,500.00         |
| Curriculum Postage                              | 365.75           |
| Direct Course Instruction Support               | 233.75           |
| Educational Resource Center                     | 1,155.00         |
| Enrollment and Records Management               | 443.33           |
| Facility Support Services                       | 25.00            |
| Hardware/Software - Employees                   | (100.00)         |
| Human Resources Support                         | (208.33)         |
| Internet Subsidy Payment Processing             | 184.10           |
| Monthly Fee per Student on an IEP               | 2,550.00         |
| School Curriculum Supplies                      | 250.00           |
| Student Technology Assistance                   | 2,012.50         |
| Tangible and Intangible Instructional Materials | 10,025.78        |
| Technical Support and Repairs                   | 1,375.00         |
|   | <b>24,270.21</b> |

## Revenue Based Charges

|                       |                 |
|-----------------------|-----------------|
| Marketing Services    | 1,120.07        |
| School Administration | 6,720.43        |
| Treasury Services     | 1,680.11        |
|                       | <b>9,520.61</b> |

***Total Amount Due***

**33,790.82**



Pearson

INVOICE

**Customer Bill-to:**  
California Connections Academy North  
Bay  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-4842

**Attention:**  
Accounts Payable

**Customer Ship-to:**  
California Connections Academy  
North Bay  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA  
92675-4842

**Connections Education LLC dba  
Pearson Virtual Schools USA**  
509 S Exeter Street, Suite 202  
Baltimore, MD 21202  
**Tel:** 1-800-843-0019  
**Email:** poblsalesops@pearson.com  
**Tax ID No:**  
68-0519943

**Invoice Number :** 91000015934  
**Date :** 09-MAY-2024  
**Due Date :**  
**Payment Terms :** 3903212  
**Customer Account :** 82079974  
**Project Number :** USD  
**Currency :**  
**Shipment Terms :**  
**Purchase Order Number :** CalCANB-23/24  
**Number of Pages :** Page 1 of 2

| Total Ordered Quantity (No. Of Items) |       | 1           |  |
|---------------------------------------|-------|-------------|--|
| Net Amount                            | : USD | \$74,272.63 |  |
| Tax Total                             | : USD | \$1,115.40  |  |
| Invoice Total                         | : USD | \$75,388.03 |  |
| Amount Due                            | : USD | \$75,388.03 |  |
|                                       |       |             |  |
|                                       |       |             |  |

| REMITTANCE INFORMATION         |   |
|--------------------------------|---|
| <b>Make Checks Payable to:</b> | <b>Bank Wire to:</b>                                      |
| Pearson Virtual Schools USA    | Bank Name : Bank of America N A                           |
| 32369 Collection Center Drive  | Bank Address :  |
| Chicago, IL 60693-0323         | ABA ACH No : 071000039                                    |
|                                | ABA Wire No : 026009593                                   |
|                                | SWIFT Code : BOFAUS3N                                     |
|                                | A/C No : 8188290225                                       |
|                                | Bank Account Name : Connections Education LLC dba Pearson |
|                                | Virtual Schools USA                                       |



| Invoice Number: 91000015934 |                          |                |          |            |           |          | Page 2 of 2 |
|-----------------------------|--------------------------|----------------|----------|------------|-----------|----------|-------------|
| Project Number              | Project Agreement Number | Description    | Quantity | List Price | Net Price | Tax      | Line Total  |
| 82079974                    | CalCANB-23/24            | Direct Charges | 23       |            | 74,272.63 | 1,115.40 | 75,388.03   |

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register>.  
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

| Invoice Total | Subtotal    | Total Tax  | Invoice Total |
|---------------|-------------|------------|---------------|
|               | USD         | USD        | USD           |
|               | \$74,272.63 | \$1,115.40 | \$75,388.03   |



# Pearson

**Charges for the Following Period:**

**April 2024**

## **Enrollment/Unit Based Charges**

|  |                  |
|--|------------------|
| <b>Accounting and Regulatory Reporting</b>             | <b>845.83</b>    |
| <b>Connexus™ Annual License (EMS)</b>                  | <b>10,150.00</b> |
| <b>Curriculum Postage</b>                              | <b>816.75</b>    |
| <b>Direct Course Instruction Support</b>               | <b>187.00</b>    |
| <b>Educational Resource Center</b>                     | <b>2,131.50</b>  |
| <b>Enrollment and Records Management</b>               | <b>990.00</b>    |
| <b>Facility Support Services</b>                       | <b>75.00</b>     |
| <b>Hardware/Software - Employees</b>                   | <b>500.00</b>    |
| <b>Human Resources Support</b>                         | <b>1,041.67</b>  |
| <b>Internet Subsidy Payment Processing</b>             | <b>507.85</b>    |
| <b>Monthly Fee per Student on an IEP</b>               | <b>4,800.00</b>  |
| <b>School Curriculum Supplies</b>                      | <b>333.33</b>    |
| <b>Student Technology Assistance</b>                   | <b>5,989.58</b>  |
| <b>Tangible and Intangible Instructional Materials</b> | <b>25,937.48</b> |
| <b>Technical Support and Repairs</b>                   | <b>2,537.50</b>  |

**56,843.49**

## **Revenue Based Charges**

|                              |                  |
|------------------------------|------------------|
| <b>Marketing Services</b>    | <b>2,050.49</b>  |
| <b>School Administration</b> | <b>12,302.92</b> |
| <b>Treasury Services</b>     | <b>3,075.73</b>  |

**17,429.14**

***Total Amount Due***

**74,272.63**



Pearson

INVOICE

Customer Bill-to:

California Connections Academy Northern  
California  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-  
4842

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy  
Northern California  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA  
92675-4842

Connections Education LLC dba

**Pearson Virtual Schools USA**  
509 S Exeter Street, Suite 202  
Baltimore, MD 21202  
Tel: 1-800-843-0019  
Email: [pobisalesops@pearson.com](mailto:pobisalesops@pearson.com)  
Tax ID No:  
68-0519943

Invoice Number : 91000015933  
Date : 09-MAY-2024  
Due Date :  
Payment Terms :  
Customer Account : 3922560  
Project Number : 82079975  
Currency : USD  
Shipment Terms :  
Purchase Order Number : CalCANC-23/24  
Number of Pages : Page 1 of 2

|  |       |   |
|--|-------|---|
| Total Ordered Quantity (No. Of Items)  |       | 1   |
| Net Amount   | : USD | \$678,300.12  |
| Tax Total  | : USD | \$9,908.66  |
| Invoice Total  | : USD | \$688,208.78  |
| Amount Due   | : USD | \$688,208.78  |
|  |       |   |
| REMITTANCE INFORMATION   |       |   |
| Make Checks Payable to:  |       |   |
| Pearson Virtual Schools USA<br>32369 Collection Center Drive<br>Chicago, IL 60693-0323 |       |   |
| Bank Wire to:  |       |   |
| Bank Name  | :     | Bank of America N A   |
| Bank Address   | :     |   |
| ABA ACH No   | :     | 071000039   |
| ABA Wire No  | :     | 026009593   |
| SWIFT Code   | :     | BOFAUS3N  |
| A/C No   | :     | 8188290225  |
| Bank Account Name  | :     | Connections Education<br>LLC dba Pearson<br>Virtual Schools USA |





| Invoice Number: 91000015933 |                          |                |          |            |            |          | Page 2 of 2 |
|-----------------------------|--------------------------|----------------|----------|------------|------------|----------|-------------|
| Project Number              | Project Agreement Number | Description    | Quantity | List Price | Net Price  | Tax      | Line Total  |
| 82079975                    | CalCANC-23/24            | Direct Charges | 24       |            | 678,300.12 | 9,908.66 | 688,208.78  |

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register>.  
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

| Invoice Total | Subtotal     | Total Tax  | Invoice Total |
|---------------|--------------|------------|---------------|
|               | USD          | USD        | USD           |
|               | \$678,300.12 | \$9,908.66 | \$688,208.78  |



# Pearson

**Charges for the Following Period:**
**April 2024**
**Enrollment/Unit Based Charges**

|   |                   |
|---|-------------------|
| Accounting and Regulatory Reporting             | 8,220.83          |
| Community Outreach                              | 4,166.67          |
| Connexus™ Annual License (EMS)                  | 98,650.00         |
| Curriculum Postage                              | 6,825.50          |
| Direct Course Instruction Support               | 2,851.75          |
| Educational Resource Center                     | 20,716.50         |
| Enrollment and Records Management               | 8,273.33          |
| Facility Support Services                       | 525.00            |
| Hardware/Software - Employees                   | 2,550.00          |
| Human Resources Support                         | 5,312.50          |
| Internet Subsidy Payment Processing             | 3,788.22          |
| Monthly Fee per Student on an IEP               | 43,350.00         |
| School Curriculum Supplies                      | 1,458.33          |
| Student Technology Assistance                   | 62,627.08         |
| Tangible and Intangible Instructional Materials | 209,092.71        |
| Technical Support and Repairs                   | 24,662.50         |
|   | <b>503,070.92</b> |

**Revenue Based Charges**

|                       |                   |
|-----------------------|-------------------|
| Marketing Services    | 20,615.20         |
| School Administration | 123,691.20        |
| Treasury Services     | 30,922.80         |
|                       | <b>175,229.20</b> |

**Total Amount Due**
**678,300.12**



Pearson

INVOICE

Customer Bill-to:

California Connections Academy Central Valley  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy Central Valley  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba

Pearson Virtual Schools USA  
509 S Exeter Street, Suite 202  
Baltimore, MD 21202  
Tel: 1-800-843-0019  
Email: poblsalesops@pearson.com  
Tax ID No: 68-0519943

Invoice Number : 91000015931

Date : 09-MAY-2024

Due Date :

Payment Terms : 3922001

Customer Account : 82079977

Project Number : USD

Currency :

Shipment Terms : CalCACV-23/24

Purchase Order Number :

Number of Pages : Page 1 of 2

|                                       |   |                  |
|---------------------------------------|---|------------------|
| Total Ordered Quantity (No. Of Items) | : | 1                |
| Net Amount                            | : | USD \$325,477.64 |
| Tax Total                             | : | USD \$5,118.73   |
| Invoice Total                         | : | USD \$330,596.37 |
| Amount Due                            | : | USD \$330,596.37 |

REMITTANCE INFORMATION

Make Checks Payable to:

Pearson Virtual Schools USA  
32369 Collection Center Drive  
Chicago, IL 60693-0323

Bank Wire to:

Bank Name : Bank of America N A

Bank Address

ABA ACH No : 071000039

ABA Wire No

SWIFT Code : BOFAUS3N

A/C No

Bank Account Name : 8188290225

Connections Education LLC dba Pearson

Virtual Schools USA



| Invoice Number: 91000015931 |                          |                |          |            |            | Page 2 of 2 |
|-----------------------------|--------------------------|----------------|----------|------------|------------|-------------|
| Project Number              | Project Agreement Number | Description    | Quantity | List Price | Net Price  | Tax         |
| 82079977                    | CalCACV-23/24            | Direct Charges | 24       |            | 325,477.64 | 5,118.73    |
|                             |                          |                |          |            |            | Line Total  |
|                             |                          |                |          |            |            | 330,596.37  |

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register>.  
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

| Invoice Total | Subtotal     | Total Tax  | Invoice Total |
|---------------|--------------|------------|---------------|
|               | USD          | USD        | USD           |
|               | \$325,477.64 | \$5,118.73 | \$330,596.37  |



# Pearson

**Charges for the Following Period:**

**April 1612**

## Enrollment/Unit Based Charges

|   |                  |
|---|------------------|
| Accounting and Regulatory Reporting               | 8,20. 3 0        |
| Community 4 utreach                               | 1,67838          |
| Connexus™ Annual License (EMS)                    | 20,66636         |
| Curriculum Postage                                | 8,99639          |
| 5 irect Course Dnstruction Support                | 0,10936          |
| Educational Resource Center                       | 7,. 0636         |
| Enrollment and Records Management                 | 2,86838          |
| Facility Support SerI ices                        | 16636            |
| v ardware/Software HEmployees                     | 26636            |
| v uman Resources Support                          | 78838            |
| Dnternet Su- sidy Payment Processing              | 1,60. 3 0        |
| Monthly Fee per Student on an IEP                 | 12,86636         |
| School Curriculum Supplies                        | 20. 3 0          |
| Student bechnology Assistance                     | 88,2T839         |
| bangi- le and Dntangi- le Dnstructional Materials | 067,8173T        |
| bechnical Support and Repairs                     | 06,19636         |
|   | <b>122,2073T</b> |

## Rel enue Based Charges

|                       |                 |
|-----------------------|-----------------|
| Marketing SerI ices   | T,98. 30        |
| School Administration | 90,10731        |
| breasury SerI ices    | 02,86239.       |
|                       | <b>70,69T39</b> |

**Total Amount Due**

**819,2003 2**



Pearson

INVOICE

**Customer Bill-to:**  
California Connections Academy Southern  
California  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-  
4842

**Attention:**  
Accounts Payable

**Customer Ship-to:**  
California Connections Academy  
Southern California  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA  
92675-4842

**Connections Education LLC dba  
Pearson Virtual Schools USA**  
509 S Exeter Street, Suite 202  
Baltimore, MD 21202  
**Tel:** 1-800-843-0019  
**Email:** poblsalesops@pearson.com  
**Tax ID No:**  
68-0519943

**Invoice Number :** 91000015930  
**Date :** 09-MAY-2024  
**Due Date :**  
**Payment Terms :** 3921999  
**Customer Account :** 82079976  
**Project Number :** USD  
**Currency :**  
**Shipment Terms :**  
**Purchase Order Number :** CalCASC-23/24  
**Number of Pages :** Page 1 of 2

|  |   |                |
|--|---|----------------|
| <b>Total Ordered Quantity (No. Of Items)</b> :   |   | 2              |
| <b>Net Amount</b> :  | USD   | \$2,571,250.28 |
| <b>Tax Total</b> :   | USD   | \$27,743.26    |
| <b>Invoice Total</b> :   | USD   | \$2,598,993.54 |
| <b>Amount Due</b> :  | USD   | \$2,598,993.54 |
|  |   |                |
| <b>REMITTANCE INFORMATION</b>  |   |                |
| <b>Make Checks Payable to:</b><br>Pearson Virtual Schools USA<br>32369 Collection Center Drive<br>Chicago, IL 60693-0323 |   |                |
| <b>Bank Wire to:</b>   |   |                |
| <b>Bank Name</b> :   | Bank of America N A   |                |
| <b>Bank Address</b> :  |   |                |
| <b>ABA ACH No</b> :  | 071000039   |                |
| <b>ABA Wire No</b> :   | 026009593   |                |
| <b>SWIFT Code</b> :  | BOFAUS3N  |                |
| <b>A/C No</b> :  | 8188290225  |                |
| <b>Bank Account Name</b> :   | Connections Education<br>LLC dba Pearson<br>Virtual Schools USA |                |



| Invoice Number: 91000015930   |                          |                |                |             |                |           | Page 2 of 2  |
|---|--------------------------|----------------|----------------|-------------|----------------|-----------|--------------|
| Project Number  | Project Agreement Number | Description    | Quantity       | List Price  | Net Price      | Tax       | Line Total   |
| 82079976  | CalCASC-23/24            | Direct Charges | 25             |             | 2,265,211.06   | 27,743.27 | 2,292,954.33 |
| 82079976  | CalCASC-23/24            | Pass Through   | 4              |             | 306,039.22     | -0.01     | 306,039.21   |
| To pay your invoice online: Visit <a href="https://ipay2.bizsys.pearson.com/register">https://ipay2.bizsys.pearson.com/register</a> .<br>Already registered? Access your online account by visiting <a href="https://ipay2.bizsys.pearson.com">https://ipay2.bizsys.pearson.com</a> |                          |                |                |             |                |           |              |
| Invoice Total   |                          |                | Subtotal       | Total Tax   | Invoice Total  |           |              |
|   |                          |                | USD            | USD         | USD            |           |              |
|   |                          |                | \$2,571,250.28 | \$27,743.26 | \$2,598,993.54 |           |              |



# Pearson

**Charges for the Following Period:**

**April 2024**

## Compensation Expenses

|  |                     |
|--|---------------------|
| Benefits - Administration                          | 191,560.99          |
| Benefits - Instructional                           | 674,677.14          |
| Credit for Nonbillable Earnings Paid by the School | (9,830.09)          |
| Withholdings                                       | 307,492.10          |
|  | <b>1,163,900.14</b> |

## Enrollment/Unit Based Charges

|   |                     |
|---|---------------------|
| Accounting and Regulatory Reporting             | 22,683.33           |
| Community Outreach                              | 45,833.33           |
| Connexus™ Annual License (EMS)                  | 272,200.00          |
| Curriculum Postage                              | 19,272.00           |
| Direct Course Instruction Support               | 9,396.75            |
| Educational Resource Center                     | 57,162.00           |
| Enrollment and Records Management               | 23,360.00           |
| Facility Support Services                       | 1,525.00            |
| Hardware/Software - Employees                   | 8,200.00            |
| Human Resources Support                         | 17,083.33           |
| Internet Subsidy Payment Processing             | 10,659.45           |
| Monthly Fee per Student on an IEP               | 125,850.00          |
| School Curriculum Supplies                      | 5,000.00            |
| Short Term Substitute Teaching Services         | 9,600.00            |
| Student Technology Assistance                   | 179,639.58          |
| Tangible and Intangible Instructional Materials | 595,911.38          |
| Technical Support and Repairs                   | 68,050.00           |
|   | <b>1,471,426.15</b> |

## Revenue Based Charges

|                       |                   |
|-----------------------|-------------------|
| Marketing Services    | 60,103.54         |
| School Administration | 360,621.26        |
| Treasury Services     | 90,155.31         |
|                       | <b>510,880.11</b> |

## Deficit Protection Credit

**(583,333.33)**

## Pass Through Expenses

|               |                 |
|---------------|-----------------|
| Miscellaneous | 8,377.21        |
|               | <b>8,377.21</b> |

## Total Amount Due

**2,571,250.28**





Pearson

INVOICE

Customer Bill-to:

California Connections Academy Monterey Bay  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:

Accounts Payable

Customer Ship-to:

California Connections Academy Monterey Bay  
33272 Valle Road  
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba

Pearson Virtual Schools USA  
509 S Exeter Street, Suite 202  
Baltimore, MD 21202  
Tel: 1-800-843-0019  
Email: poblsalesops@pearson.com  
Tax ID No: 68-0519943

Invoice Number : 91000015937

Date : 09-MAY-2024

Due Date :

Payment Terms : 3973052

Customer Account : 82079973

Project Number : USD

Currency :

Shipment Terms :

Purchase Order Number : CalCAMB-23/24

Number of Pages : Page 1 of 2

| Total Ordered Quantity (No. Of Items) |  |  |  | 1   |              |
|---------------------------------------|--|--|--|-----|--------------|
| Net Amount                            |  |  |  | USD | \$219,795.55 |
| Tax Total                             |  |  |  | USD | \$3,141.12   |
| Invoice Total                         |  |  |  | USD | \$222,936.67 |
| Amount Due                            |  |  |  | USD | \$222,936.67 |
|                                       |  |  |  |     |              |
|                                       |  |  |  |     |              |

| REMITTANCE INFORMATION        |   |
|-------------------------------|---|
| Make Checks Payable to:       | Bank Wire to:   |
| Pearson Virtual Schools USA   | Bank Name : Bank of America N A   |
| 32369 Collection Center Drive | Bank Address :  |
| Chicago, IL 60693-0323        | ABA ACH No : 071000039  |
|                               | ABA Wire No : 026009593   |
|                               | SWIFT Code : BOFAUS3N   |
|                               | A/C No : 8188290225   |
|                               | Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA |



| Invoice Number: 91000015937 |                          |                |          |            |            |          | Page 2 of 2 |
|-----------------------------|--------------------------|----------------|----------|------------|------------|----------|-------------|
| Project Number              | Project Agreement Number | Description    | Quantity | List Price | Net Price  | Tax      | Line Total  |
| 82079973                    | CalCAMB-23/24            | Direct Charges | 23       |            | 219,795.55 | 3,141.12 | 222,936.67  |

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register>.  
Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

| Invoice Total | Subtotal     | Total Tax  | Invoice Total |
|---------------|--------------|------------|---------------|
|               | USD          | USD        | USD           |
|               | \$219,795.55 | \$3,141.12 | \$222,936.67  |



# Pearson

**Charges for the Following Period:**

**April 868,**

## Enrollment/Unit Based Charges

|  |            |
|--|------------|
| Accounting and Regulatory Reporting              | 845. 53x   |
| Conne <sup>TM</sup> us L Annual ( icense MES ) 1 | 0. 4 6636  |
| Curriculum Postage                               | 8408536    |
| Direct Course Instruction )upport                | . 406236   |
| Educational Resource Center                      | 5472, 36   |
| Enrollment and Records S anagement               | 8408636    |
| Facility )upport )ervices                        | . 7636     |
| Hardware/)oftware - Employees                    | 57636      |
| Human Resources )upport                          | . 407, 3 x |
| Internet )ubsidy Payment Processing              | . 4 6930   |
| S onthly Fee per )tudent on an IEP               | . , 407636 |
| )chool Curriculum )upplies                       | 00030      |
| )tudent Technology Assistance                    | . 94 . 836 |
| Tangible and Intangible Instructional S aterials | x04 8032   |
| Technical )upport and Repairs                    | x407636    |

**. 5, 402932**

## Revenue Based Charges

|                       |           |
|-----------------------|-----------|
| S arketing )ervices   | 54 7938   |
| )chool Administration | 0947. 3 7 |
| Treasury )ervices     | 2459x32   |

**7, 402x3 5**

**Total Amount Due**

**8. 242737**



# Capistrano Unified School District

33122 Valle Road  
San Juan Capistrano, CA 92675  
Phone: (949) 234-9332

CALIFORNIA CONNECTIONS ACADEMY - CARTER  
ATTN: LACHELLE CARTER  
DIRECTOR OF FINANCE  
33272 VALLE ROAD  
SAN JUAN CAPISTRANO, CA 92675

|                 |                  |
|-----------------|------------------|
| ACCT ID:        | C68001133        |
| INVOICE NUMBER: | <b>68TI1616</b>  |
| DIVISION        | 68CH             |
| TERM:           | 2324             |
| INVOICE         | 05/23/2024       |
| DUE DATE:       | 06/23/2024       |
| AMOUNT DUE:     | <b>41,187.00</b> |

| Item | Qty  | Unit Amt  | Account                                 | Description        | Amount    |
|------|------|-----------|---|--------------------|-----------|
| 1    | 1.00 | 41,187.00 | 0101-0000-0-8699-0000-0000-205-69000000 | OVERSIGHT JUNE '24 | 41,187.00 |

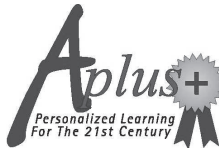
Tax 0.00

|                |                  |
|----------------|------------------|
| <b>INVOICE</b> | <b>41,187.00</b> |
|----------------|------------------|

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: | <b>68TI1616</b>                  |
| DIV:            | 68CH                             |
| TERM:           | 2324                             |
| DUE DATE:       | 06/23/2024                       |
| AMOUNT DUE:     | <b>41,187.00</b>                 |



*the Association of Personalized Learning Schools & Services*

**Every Child's Learning is Personal**

Jeff Rice, Founder/Director  
18820 Lodestone Court, Penn Valley, CA. 95946  
Voice: 530-432-3609; Fax: 530-432-3610; Email: [jeffrice@jps.net](mailto:jeffrice@jps.net); Web: [www.theaplus.org](http://www.theaplus.org)

---

# INVOICE

## #03272401

Date: March 27, 2024

To:  
California Online Public Schools  
Attn: Ashley Larsen  
33272 Valle Road  
San Juan Capistrano, CA. 92675

**Amount Due: \$40,000.00**  
(The sum forty thousand dollars)

\*For Independent Contractor services provided through the 2024-2025 school year beginning July 1, 2024 and ending June 30<sup>th</sup> 2025.

**Terms:**

\*Membership fee reflects the standard membership Magenta level of \$40,000 based on CalOPS' current student enrollment of more than 9,000 total students. Payment is due on or around July 1, 2024.

**Summary of services provided:**

Jeff Rice, doing business as APLUS+ shall provide an array of standard community awareness, consulting, networking, communications information, promotion, and public relations services to California Online Public Schools (CalOPS) for the duration of the 2024-2025 school year as described in APLUS+ contract agreement and supplements.

**Please make check payable to APLUS+**

## 24-25 CalOPS Supplemental Program Renewals

| Vendor                    | Renewal Notice/Quote # | Application Target Use   | School Level            | Start Date | End Date  | Amount       |
|---------------------------|------------------------|--|-------------------------|------------|-----------|--------------|
| Mind Education<br>ST Math | 00018930               | PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. | Elem, MS, HS            | 7/1/2024   | 6/30/2025 | \$36,090.00  |
| Nearpod                   | 226432                 | Digital Classroom- used in LiveClass   | All Levels              | 7/13/2024  | 7/12/2025 | \$92,100.00  |
| IXL Learning              | 4956965-2024-002       | Math, ELA, Science, Social Studies support, CAASPP prep  | Elem, MS, HS Math, SpEd | 9/27/2024  | 9/27/2025 | \$197,700.00 |
| ExploreLearning           | 00165334               | STEM Learning - Gizmos - Math and science, Reflex - math fact fluency, Frax - Fractions  | All Levels              | 7/1/2024   | 6/30/2025 | \$84,519.70  |
| Classkick                 | 2021-40882             | Digital Classroom- used in LiveClass   | All Levels              | 7/1/2024   | 6/30/2025 | \$26,320.93  |
| Epic Creations            | 00058690               | Online Library, primarily accessed outside of Clever   | Elem, MS, SpEd          | 8/1/2024   | 7/31/2025 | \$50,700.00  |
|                           |                        |  |                         |            |           |              |
|                           |                        |  |                         |            |           |              |
|                           |                        |  |                         |            |           |              |

## 24-25 CalOPS Business Contract Renewals

| Vendor                 | Renewal Notice/Quote # | Description                                    | Start Date | End Date  | Amount      |
|------------------------|------------------------|--|------------|-----------|-------------|
| Brandastic             | 20240601               | Brandastic Management Fee                      | 6/1/2024   | 5/31/2025 | \$252,000   |
| Capturing Kids' Hearts | 04102024               | Employee Related: Staff Training/Prof. Dvlpmnt | 6/1/2024   | 5/31/2025 | \$40,750.00 |



MIND Education  
5281 California Avenue, Suite 300  
Irvine, CA 92617  
949-345-8700  
866-569-7014  
[www.mindeducation.org](http://www.mindeducation.org)

**Please submit purchase orders:**  
**By email:** [purchaseorders@mindeducation.org](mailto:purchaseorders@mindeducation.org)  
**By Fax:** 1-866-569-7014  
**You can view our technical requirements [here](#).**  
**Thank you for being an ST Math partner!**

Created Date 2/27/2024  
Quote Number 00018930  
Expiration Date 8/31/2024  
Partnership Manager Karen Pankow  
Partnership Manager Email [kpankow@mindeducation.org](mailto:kpankow@mindeducation.org)  
Renewal Rep Mary Jane Smith  
Renewal Rep Email [mjsmith@mindeducation.org](mailto:mjsmith@mindeducation.org)  
Education Success Manager Anita Delgado  
Education Success Manager Email [adelgado@mindeducation.org](mailto:adelgado@mindeducation.org)

Bill To Name California Connections Acdmy - District  
Bill To 33272 Valle Road  
SAN JUAN CAP, CA 92675-4842  
United States

Ship To Name California Connections Acdmy - District  
Ship To 33272 Valle Road  
SAN JUAN CAP, CA 92675-4842  
United States

| Product  | Account                             | Quantity | Detail Description  | Total Price  |
|--|-------------------------------------|----------|---|--------------|
| Renew ST Math Site Subscription (1-150 Students)   | CA Connections Acdmy - Monterey Bay | 1.00     | Annual Renewal ST Math Site Subscription License:<br><br>- Annual ST Math Software license for all students, teachers, and administrators (1-150 Students Enrolled)<br>- One (1) Virtual Training<br>- Access to ST Math Academy on-demand professional learning modules<br>- Embedded program help and tutorials<br>- Ongoing Minor Software Updates<br>- 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:<br><br>- Annual ST Math Software license for all students, teachers, and administrators (151-250 Students Enrolled)<br>- One (1) Professional Learning Offering<br>- Access to ST Math Academy on-demand professional learning modules<br>- Embedded program help and tutorials<br>- Ongoing Minor Software Updates<br>- Technical Support Via Email and/or Phone | USD 6,000.00 |
|  |                                     |          | Annual Renewal ST Math Site Subscription License:<br><br>- Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled)  |              |

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at <http://www.mindeducation.org/misc/terms/>.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy is located at <http://www.mindeducation.org/misc/privacy/>.



|   |                                       |       |  |               |
|---|---------------------------------------|-------|--|---------------|
| Renew ST Math Site Subscription (251+ Students) | CA Connections Acadmy - North Ca      | 1.00  | <ul style="list-style-type: none"> <li>- One (1) Professional Learning Offering</li> <li>- Access to ST Math Academy on-demand professional learning modules</li> <li>- Embedded program help and tutorials</li> <li>- Ongoing Minor Software Updates</li> <li>- Technical Support Via Email and/or Phone</li> </ul>   | USD 12,000.00 |
| Renew ST Math Site Subscription (251+ Students) | CA Connections Acadmy - S. Ca         | 1.00  | Annual Renewal ST Math Site Subscription License: <ul style="list-style-type: none"> <li>- Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled)</li> <li>- One (1) Professional Learning Offering</li> <li>- Access to ST Math Academy on-demand professional learning modules</li> <li>- Embedded program help and tutorials</li> <li>- Ongoing Minor Software Updates</li> <li>- Technical Support Via Email and/or Phone</li> </ul>                            | USD 12,000.00 |
| Renewal ST Math Student Subscription            | CA Connections Acadmy - Central Coast | 34.00 | ST Math Annual Service/Renewal Fee Includes: <ul style="list-style-type: none"> <li>- Renewal of ST Math Single Student Annual Software License for Indicated # of Students</li> <li>- Ongoing Minor Software Updates</li> <li>- Self-Guided Online Courses (Asynchronous via Web Browser)</li> <li>- Just-in-Time Live Webinars (Instructor-Lead via WebEx)</li> <li>- Technical Support during Standard Business Hours via Email or Phone</li> <li>- Weekly School Progress Reports Delivered via Email</li> </ul> | USD 1,190.00  |
| Renewal ST Math Student Subscription            | CA Connections Acadmy - North Bay     | 40.00 | ST Math Annual Service/Renewal Fee Includes: <ul style="list-style-type: none"> <li>- Renewal of ST Math Single Student Annual Software License for Indicated # of Students</li> <li>- Ongoing Minor Software Updates</li> <li>- Self-Guided Online Courses (Asynchronous via Web Browser)</li> <li>- Just-in-Time Live Webinars (Instructor-Lead via WebEx)</li> <li>- Technical Support during Standard Business Hours via Email or Phone</li> <li>- Weekly School Progress Reports Delivered via Email</li> </ul> | USD 1,400.00  |

Subtotal USD 36,090.00

Grand Total USD 36,090.00

**\*Total does not include any applicable sales tax. If you are not tax exempt the final invoice may include sales tax, depending upon your state and local tax regulations. If you are tax exempt, please send a copy of your tax exemption certificate to [remittance@mindeducation.org](mailto:remittance@mindeducation.org) in order to ensure that sales tax is not included on your final invoice.**

Start Date 7/1/2024

End Date 6/30/2025

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at <http://www.mindeducation.org/misc/terms/>.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy is located at <http://www.mindeducation.org/misc/privacy/>.





Quote ID: 226432

| Sales Order For:   |  | Contact Information:   |   |
|--|--|--|---|
| Account  | California Online Public Schools   | Company Name   | Nearpod, LLC                                    |
| Address  | 33272 VALLE RD<br>SAN JUAN CAPISTRANO, California 92675<br>UNITED STATES | Address  | 2911 Peach Street<br>Wisconsin Rapids, WI 54494 |
| Contact  | Heather Tamayo   | Nearpod Contact  | David Gonzalez<br>david.gonzalez@nearpod.com    |
|  |  | Company Phone  | 305-677-5030                                    |
| Service Start:   | 07/13/2024   | <b>Please Note:</b> If you are a <i>Tax-Exempt Customer</i> , please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice. |   |
| Service End:   | 07/12/2025   |  |   |
| Ask your Nearpod Rep about locking in your rate for up to 3 years with multi-year pricing. |  |  |   |

## PRODUCTS

| Product                         | Quantity        | List Price  | Discount      | Total                |
|---------------------------------|-----------------|-------------|---------------|----------------------|
| Nearpod Premium Plus - District | 8500 - Students | \$51,680.00 | (\$21,230.00) | \$30,450.00          |
| Nearpod English Learner         | 300 - Students  | \$6,800.00  | (\$0.00)      | \$6,800.00           |
| Flocabulary Plus                | 8500 - Students | \$35,530.00 | (\$11,330.00) | \$24,200.00          |
| Nearpod Math Program            | 8500 - Students | \$48,705.00 | (\$18,055.00) | \$30,650.00          |
|                                 |                 |             | <b>Total</b>  | (USD)<br>\$92,100.00 |

**Special Terms:**

Nearpod Math Program is priced based on K-8th grade enrollment (40% off) since it does not yet include 9-12th grade content, however, the whole school will have access to the product.

This quote includes a complimentary 60-minute Nearpod Math implementation webinar training that is separate from the 3 paid trainings.

## Product Description Detail

### Nearpod Premium Plus - District

Nearpod Premium Plus - District:

Nearpod Premium Plus, including unlimited access to:

- Nearpod's lesson, video, and activity creation and delivery platform with 20+ formative assessment and media features
- Nearpod Lesson Library with 8,500+ standards-aligned, interactive lessons for all K-12 subject areas, featuring favorite educational brands
- Nearpod Video & Activity Library with 10,200+ standards-aligned interactive videos and 3,300+ activities for all K-12 subject areas, featuring favorite educational brands, that can be used on their own, or added to Nearpod slides lessons
- District features including larger class sizes, unlimited storage, School and District shared Libraries, LMS integration, and more
- Premium Plus lesson delivery features, including Live Teacher Annotation, Co-Teaching, and Live to Student-Paced

### Nearpod English Learner

Nearpod EL is a standards-aligned supplemental program that provides the content, tools, and organization needed to create daily differentiated learning experiences that maximize language acquisition for all learners. Nearpod EL empowers every teacher to:

- Differentiate instruction with EL Content Companions and language supports, all organized in one place
- Engage every learner with equitable learning experiences
- Know where students need help through real-time data

### Flocabulary Plus

Flocabulary Plus

Unlimited access to Flocabulary including:

- 750+ standards-aligned K-12 lessons across all core subjects and beyond, each lesson includes a hip-hop video and instructional vocabulary activities
- Week in Rap lessons, added weekly August through May to spotlight current events and help students make real-world connections
- Student Accounts, enabling teachers to assign lessons and activities and view results of assessments
- Upcoming comprehension content and features exclusive to Flocabulary Plus with 200+ new lessons and a new interactive activity

### Nearpod Math Program

Nearpod Math Program

Powered by Nearpod Premium Plus, Nearpod Math is a supplemental math program that provides unlimited access to:

- Nearpod Math Library: 5,000 new standards-aligned lessons, videos and practice activities
- Virtual manipulatives: Fraction Tiles, Base 10 Blocks, Algebra Tiles, and Color Tiles
- Enhanced Course Navigation and reporting: designed to explicitly align to a districts' core curriculum with improved course navigation, standards-based search and preview functionality

## Training Policy

### Training Cancellation Policy

Nearpod requests 48 hours notice to cancel or reschedule a confirmed session. If the session is not canceled but no one attends, this session will be considered expired.

### Minimum Attendance Policy

Nearpod requests that at least 10 participants attend a confirmed training session. If there are fewer than 10 participants, the session may be modified and will not be recorded.

### Free Training Resources

Access to daily public webinars, on-demand webinars and how-to resources and videos can be accessed here: <http://nearpod.com/resources>

## PO Instructions: Please provide the following information on all POs submitted for an accepted Order

### Required

- Vendor Name – Nearpod, LLC
- Customer Name
- PO Number
- Line items for each Product being purchased and the amount for each line item Product
  - If training is included with your order, please ensure it is a separate line item with an amount listed
- Total Amount of the complete Order to match Sales Order form

### Requested but not Required

- Quote ID (If provided, it should match the Quote Number)
- Dates of Service

**Terms**

This Sales Order is valid until:

Service will run from 07/13/2024 until 07/12/2025, or from when customer is first provided access to the purchased service(s) for a length of time equal to the time between the Start Date and End Date, whichever is later. The agreed upon price for this timeframe is (USD) \$92,100.00.

Nearpod price quotes are confidential, unless disclosure is required by subpoena or state law. Education List Pricing is only available for PreK-12 Education customers. Please submit this price quote attachment with your Purchase Order. Tax-exempt customers should include their tax-exempt number on their Purchase Order.

This Sales Order covers the Nearpod and/or Flocabulary Services described herein and is governed by the Terms of Service and License Agreement and Data Protection Addendum available at: <https://docs.renaissance.com/R67464>.

**Customers providing a Purchase Order are required to remit payment within 30 days of invoicing. Otherwise, payment is required within 7 business days. Failure to remit payment may cause a disruption in service. By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Sales Order and any documents incorporated herein.**

**If you are a Tax-exempt customer, please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice.**

**Purchase Order Information (REQUIRED):**

Yes [     ] – Please provide PO number below

No [     ]

PO Number: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Tax Exempt #: \_\_\_\_\_



Subject: Nearpod 2024 W-9 Form

Dear Customer,

Effective December 31, 2023, Nearpod, Inc. was converted to Nearpod, LLC under Delaware state law. The result of this change is that Nearpod, LLC is now classified as a disregarded entity for federal and state income tax reporting purposes.

Nearpod's FEIN (46-0993679) remains the same. This change has no impact on the entity's sales and use tax reporting, excise tax, property tax, or payroll tax reporting. Quoting and invoicing continue to be performed under the Nearpod name and EIN number.

This change does impact the presentation of Nearpod's W-9 form. The purpose of Form W-9 is to ensure Form-1099 reporting is correct. This allows the IRS to confirm income earned is properly reported on the correct federal income tax return.

The Form W-9 and its instructions were updated in March of 2024 to clarify reporting requirements for disregarded entities. As Nearpod is now classified as a disregarded entity for income tax reporting purposes, the name of its parent (RL AcquisitionCo) must be listed on line 1 of the form, and its name (Nearpod LLC) must be listed on line 2. Additionally, per the instructions, its parent's FEIN (82-5287590) must be included in Part I.

To reiterate, Nearpod's FEIN (46-0993679) remains the same. However, the presentation on its W-9 form has been adjusted due to the change in its classification for federal and state income tax purposes.

We hope this context is helpful as you review this year's W-9 form. The attached W-9 form is the latest version issued by the IRS.

Sincerely,

The Nearpod Operations Team

Phone 1-855-NEARPOD (632-7763) | Fax 305-655-1999 | 2911 Peach St, Wisconsin Rapids, WI 54494 | [www.nearpod.com](http://www.nearpod.com)

|  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|--|--|--|-------------------------------|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|-----------|--|--|--|--|--|--|--|--|---------------------------------------|--|--|--|--|--|--|--|--|---|---|--|--|---|---|---|---|---|---|---|--|--|--|--|--|--|--|
| <b>Form W-9</b><br>(Rev. March 2024)<br>Department of the Treasury<br>Internal Revenue Service   | <b>Request for Taxpayer<br/>Identification Number and Certification</b><br><b>Go to <a href="https://www.irs.gov/FormW9">www.irs.gov/FormW9</a> for instructions and the latest information.</b>   | <b>Give form to the<br/>requester. Do not<br/>send to the IRS.</b> |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Before you begin.</b> For guidance related to the purpose of Form W-9, see <i>Purpose of Form</i> , below.  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Print or type.</b><br>See <i>Specific Instructions</i> on page 3.   | <b>1</b> Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)<br><b>RL ACQUISITIONCO INC.</b>   |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  | <b>2</b> Business name/disregarded entity name, if different from above.<br><b>NEARPOD LLC</b>   |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  | <b>3a</b> Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.<br><input type="checkbox"/> Individual/sole proprietor <input checked="" type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate<br><input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .<br><b>Note:</b> Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.<br><input type="checkbox"/> Other (see instructions) _____ |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  | <b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):<br>Exempt payee code (if any) <b>5</b><br>Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____<br><i>(Applies to accounts maintained outside the United States.)</i>   |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  | <b>3b</b> If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . <input type="checkbox"/>  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  | <b>5</b> Address (number, street, and apt. or suite no.). See instructions.<br><b>PO BOX 8036</b>  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  | <b>6</b> City, state, and ZIP code<br><b>WISCONSIN RAPIDS, WI 54495-8036</b>   |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>7</b> List account number(s) here (optional)  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Part I Taxpayer Identification Number (TIN)</b>   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| 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 <i>How to get a TIN</i> , later.   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Note:</b> If the account is in more than one name, see the instructions for line 1. See also <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td colspan="9" style="text-align: center;"><b>Social security number</b></td></tr><tr><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td></tr><tr><td colspan="9" style="text-align: center;"><b>or</b></td></tr><tr><td colspan="9" style="text-align: center;"><b>Employer identification number</b></td></tr><tr><td style="width: 30px; height: 20px;">8</td><td style="width: 30px; height: 20px;">2</td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;"></td><td style="width: 30px; height: 20px;">5</td><td style="width: 30px; height: 20px;">2</td><td style="width: 30px; height: 20px;">8</td><td style="width: 30px; height: 20px;">7</td><td style="width: 30px; height: 20px;">5</td></tr><tr><td style="width: 30px; height: 20px;">9</td><td style="width: 30px; height: 20px;">0</td><td colspan="7"></td></tr></table> |  |  | <b>Social security number</b> |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  | <b>or</b> |  |  |  |  |  |  |  |  | <b>Employer identification number</b> |  |  |  |  |  |  |  |  | 8 | 2 |  |  | 5 | 2 | 8 | 7 | 5 | 9 | 0 |  |  |  |  |  |  |  |
| <b>Social security number</b>  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>or</b>  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Employer identification number</b>  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| 8  | 2  |  |                               | 5 | 2 | 8 | 7 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| 9  | 0  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Part II Certification</b>   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| 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.  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Certification instructions.</b> 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.  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Sign Here</b>   | Signature of U.S. person <i>John Sloane</i>  | Date <b>April 18, 2024</b>   |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>General Instructions</b>  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Section references are to the Internal Revenue Code unless otherwise noted.  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Future developments.</b> For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to <a href="https://www.irs.gov/FormW9">www.irs.gov/FormW9</a> .   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>What's New</b>  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| 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.  |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| <b>Purpose of Form</b>   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3 (Form 1065).   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Cat. No. 10231X <span style="float: right;">Form <b>W-9</b> (Rev. 3-2024)</span>   |  |  |                               |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |           |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |   |   |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |



IXL Learning  
777 Mariners Island Blvd., Suite 600  
San Mateo, CA 94404

## RENEWAL QUOTE

QUOTE # 4956965-2024-002  
DATE: MAY 20, 2024

### TO:

Leslie Dombek  
California Connections Academy  
33272 VALLE RD  
San Juan Capistrano, CA 92675

### COMMENTS OR SPECIAL INSTRUCTIONS

| SALESPERSON  | ACCOUNT #   | RENEWAL PERIOD                          | QUOTE VALID UNTIL  |
|--------------|-------------|---|--------------------|
| Kelly Bailey | A23-4956965 | September 27, 2024 – September 27, 2025 | September 27, 2024 |

| QUANTITY            | DESCRIPTION   | UNIT PRICE   | TOTAL        |
|---------------------|---|--------------|--------------|
| 1                   | IXL site license for 9,275 students, including:<br>Grades PK-8: 5,125 students<br>Subjects: Math, ELA, Science, and Social studies  | \$123,000.00 | \$123,000.00 |
| 1                   | Grades 9-12: 4,150 students<br>Subjects: Math and ELA<br><br><i>K-8 math licenses include complimentary access to IXL's universal screener</i><br><br><i>Unlimited instructor accounts included</i> | \$74,700.00  | \$74,700.00  |
| SUBTOTAL            |   |              | \$197,700.00 |
| SALES TAX           |   |              | --           |
| SHIPPING & HANDLING |   |              | --           |
| TOTAL DUE           |   |              | \$197,700.00 |

### Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](#) or go to <http://www.ixl.com/po-upload> and enter quote # 4956965-2024-002. For international accounts, we can accept wire transfers for an additional fee.





IXL Learning  
777 Mariners Island Blvd., Suite 600  
San Mateo, CA 94404

## SALES CONTRACT

CONTRACT #198030

May 20, 2024

### CUSTOMER

Leslie Dombek  
California Connections Academy  
33272 VALLE RD  
San Juan Capistrano, CA 92675

### RENEWAL INFO

| Salesperson  | Account #   | Quote #          | Renewal period              |
|--------------|-------------|------------------|-----------------------------|
| Kelly Bailey | A23-4956965 | 4956965-2024-002 | Sep 27, 2024 – Sep 27, 2025 |

### PAYMENT PLAN

| Amount       | Invoice date       |
|--------------|--------------------|
| \$197,700    | September 27, 2024 |
| <b>TOTAL</b> | <b>\$197,700</b>   |

*Price valid until September 27, 2024*

### ACCEPTANCE OF SALES CONTRACT

This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

**AUTHORIZED SIGNATURE**

**DATE**



## TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

All checks should be mailed to:

IXL Learning  
777 Mariners Island Blvd., Suite 600  
San Mateo, CA 94404

Credit card payments may be made by phone at (855) 255-8800.

Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

**6. DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**

- a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
- b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
- c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
- d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

**Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.**

- 7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
- 8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
- 9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
- 10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
- 11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:

Toll-free (855) 255-8800 | Direct (650) 372-4300 | E-mail [orders@ixl.com](mailto:orders@ixl.com)

Completed sales contracts should be emailed to your sales consultant.



ExploreLearning  
110 Avon Street, Suite 300  
Charlottesville, VA 22902

## Renewal Notice

For your ExploreLearning subscription  
**EL Order #: 00165334**

Your subscription to the items below  
will expire on: **08/31/2024**

### Ship To:

Leslie Dombek  
California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675  
USA

Choose your renewal term below - multi-year discounts are available!

| Item # / Description  | Quantity | Renewal Price      |
|---|----------|--------------------|
| DISSCI-BUN2SUBJECT-V / Bundle: Science4Us + Elem + Secondary Gizmos<br>2-subject, district-wide license | 6        | \$54,959.70        |
| RFLX-FRX2-BUN-V / Bundle: Reflex + Frax; Site License   | 6        | \$29,560.00        |
| Estimated Tax   |          | \$0.00             |
| <b>TOTAL</b>  |          | <b>\$84,519.70</b> |

| Multi-Year Discounts |              | Savings of  |
|----------------------|--------------|-------------|
| <b>3 YEARS</b>       | \$228,203.19 | \$25,355.91 |
| <b>2 YEARS</b>       | \$160,587.43 | \$8,451.97  |

**EL Order #: 00165334**

Renewal # of Years: (1,2 or 3 YEAR) \_\_\_\_\_  
Total Renewal Price: \_\_\_\_\_  
Tax Exempt (Y/N): \_\_\_\_\_

All ExploreLearning subscriptions and/or services are offered subject to ExploreLearning's standard license, terms of use and privacy policy (the "License Terms"), available on the product log in pages as supplemented by this notice - and ExploreLearning's K-12 processing (<https://web.explorelearning.com/k12processing>). By placing an order, customer confirms its acceptance of the License Terms.

**PLEASE NOTE THE EL ORDER # (00165334) MUST APPEAR ON PURCHASE ORDER(S) TO PROCESS.**

If the above price reflects sales tax and your organization should be tax-exempt, please send a current sales tax exemption certificate (including signature and date) via e-mail: [sales@explorelearning.com](mailto:sales@explorelearning.com) and cc: [hannah.carlson@explorelearning.com](mailto:hannah.carlson@explorelearning.com) or fax: 877-829-3039. Otherwise, **please remit total including applicable sales tax.**

Choose Method of Payment:

\_\_\_\_\_ P.O. – Signed P.O. must be included/attached.  
\_\_\_\_\_ Check – Payable to ExploreLearning  
\_\_\_\_\_ Visa, MasterCard, Discover or American Express

**Please send Purchase Orders via email:**

**sales@explorelearning.com and cc: [hannah.carlson@explorelearning.com](mailto:hannah.carlson@explorelearning.com) or fax: 877-829-3039**

**PLEASE NOTE: Our remittance address for checks HAS CHANGED:**

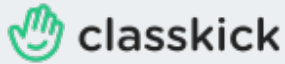
ExploreLearning  
110 Avon St, Ste 300  
Charlottesville, VA 22902

Card Number: \_\_\_\_\_  
Expiration Date: \_\_\_\_\_  
CVV: \_\_\_\_\_  
Name on Card: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_

**Please confirm your Primary Account Contact Name and Email:** \_\_\_\_\_  
**Please confirm your PD Contact Name and Email:** \_\_\_\_\_

**Questions – call us: 866.882.4141 ext 346 ([hannah.carlson@explorelearning.com](mailto:hannah.carlson@explorelearning.com))**

Printed May 2024



# Renewal Quote

Classwork CO, DBA Classkick

[classkick.com](https://classkick.com)

|  |  |
|--|--|
| <b>BILL TO:</b><br>[Official] California Connections Academy<br>CA | <b>QUOTE #</b> 2021-40882<br><b>QUOTE DATE</b> 4/26/2024<br><b>QUOTE EXPIRES</b> 6/30/2024 |
|--|--|

| DESCRIPTION                  | QUANTITY | 1 YR TERM                | 2 YR TERM                | 3 YR TERM                | 3 YR TERM*<br>(Paid Annually) |
|------------------------------|----------|--------------------------|--------------------------|--------------------------|-------------------------------|
| Classkick Pro Subscription   | 1        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| <b>TERM DATE:</b> 07/01/2024 |          | \$26,320.93              | \$52,641.86              | \$78,962.79              | \$26,320.93                   |
| <b>DISCOUNT:</b>             |          |                          | 5.00%                    | 10.00%                   | Locked in price!              |
| <b>TOTAL:</b>                |          | <b>\$26,320.93</b>       | <b>\$50,009.77</b>       | <b>\$71,066.51</b>       | <b>\$26,320.93</b>            |

#### NOTES:

Classkick Pro license is an unlimited license for all site administrators, teachers and students. PD sessions included.  
3 Year Term (Paid Annually, Locked in price) will have a nominal 2% percentage increase for years 2 and 3.

#### Payment Method (Check One):

☐ PO

☐ Check

☐ Wire Transfer

#### Subscription Acceptance

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ Email \_\_\_\_\_

Signature \_\_\_\_\_

This signature acknowledges the quoted price above and will initiate the purchase order and invoicing process.  
Submitted a signed quote will send an invoice and confirm your subscription.

#### Subscription Assignments

Classkick Pro Account Owner/Admin ☐ Same as above

Name \_\_\_\_\_ Email \_\_\_\_\_ Title \_\_\_\_\_

Billing Contact Email ☐ Same as above

Name \_\_\_\_\_ Email \_\_\_\_\_ Title \_\_\_\_\_

#### Remit payment to:

Classwork Co, DBA Classkick  
PO Box 772728  
Area #2223001  
Detroit, MI 48277-2728 USA

In the check memo please include:  
"Area #2223001"  
billspayable@classkick.com

Our W-9 is below (page 2 of this invoice) or you can download it here: [classkick.com/w9](https://classkick.com/w9).  
Memberships are refundable for up to 30 days. Membership renews automatically unless canceled in writing or via a software application system earlier than 30 days before the end date.  
This Order is governed by the terms of Classkick's Terms of Service found at [Terms of Service](#). Please see our [Privacy Policy](#).

Form **W-9**  
(Rev. October 2018)  
Department of the Treasury  
Internal Revenue Service

**Request for Taxpayer  
Identification Number and Certification**  
▶ Go to [www.irs.gov/FormW9](https://www.irs.gov/FormW9) for instructions and the latest information.

Give Form to the  
requester. Do not  
send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.  
**Classwork Co**

2 Business name/disregarded entity name, if different from above  
**Classkick**

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.  

☐ Individual/sole proprietor or single-member LLC

☒ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶

☐ Other (see instructions) ▶

**Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  
Exempt payee code (if any) \_\_\_\_\_  
Exemption from FATCA reporting code (if any) \_\_\_\_\_  
(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.  
**2045 W Grand Ave Ste B PMB 50472**

6 City, state, and ZIP code  
**Chicago IL 60612**

7 List account number(s) here (optional)

Requester's name and address (optional)

**Part I Taxpayer Identification Number (TIN)**  
Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.  
**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

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 Moore*

Date ▶ 01/17/2024

**General Instructions**  
Section references are to the Internal Revenue Code unless otherwise noted.  
**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](https://www.irs.gov/FormW9).  
**Purpose of Form**  
An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.  
• Form 1099-DIV (dividends, including those from stocks or mutual funds)  
• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)  
• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)  
• Form 1099-S (proceeds from real estate transactions)  
• Form 1099-K (merchant card and third party network transactions)  
• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)  
• Form 1099-C (canceled debt)  
• Form 1099-A (acquisition or abandonment of secured property)  
Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.  
*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*

Cat. No. 10231X  
Form **W-9** (Rev. 10-2018)



Epic Creations, Inc.

228 Hamilton Ave. Floor 3, Palo Alto, CA 94301

#### Quote

|                 |           |              |                         |
|-----------------|-----------|--------------|-------------------------|
| Quote Number    | 00058690  | Created Date | 5/20/2024               |
| Expiration Date | 7/20/2024 | Prepared By  | Schools 3               |
|                 |           | Email        | schoolplus3@getepic.com |

#### Account & Contact Information

|              |                                  |       |              |
|--------------|----------------------------------|-------|--------------|
| Account Name | California Online Public Schools | Phone | 209-432-9088 |
| Contact Name | Thanette Short                   |       |              |

#### Address Information

|              |                                  |              |                                  |
|--------------|----------------------------------|--------------|----------------------------------|
| Bill To Name | California Online Public Schools | Ship To Name | California Online Public Schools |
| Bill To      | United States                    | Ship To      | United States                    |

#### Product Lines

| Product          | Product Code | Line Item Description  | List Price | Quantity | Sales Price | Total Price   |
|------------------|--------------|--|------------|----------|-------------|---------------|
| Epic School Plus | EPIC-000391  | Epic School Plus offers 40,000+ eBooks and videos for students under 12. Accessible anytime, anywhere, on most devices. Includes educator tools, FERPA, and COPPA compliance. License: August 1 - July 31. | USD 12.00  | 4,225.00 | USD 12.00   | USD 50,700.00 |

Total Amount USD 50,700.00

Net Amount USD 50,700.00

#### Specific Terms & Conditions

Terms & Conditions \*Please reference this quote number on the purchase order.

\*Note that this quote does not include any applicable local taxes.

Please remit payment to:

Epic Creations, Inc.  
Account# 3300952814  
Routing# 121140399  
Swift Code SVBKUS6S

Or  
Remit payment to:  
Checks to Epic Creations, Inc.  
228 Hamilton Ave.  
Floor 3





**BRANDASTIC** X California Online Public Schools

# 2024-2025 Marketing Proposal

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## Our Difference

When you partner with Brandastic, you not only have access to every department, but an entire team committed to your success. We take our time and do our due diligence so you not only get a tailored finished product, you gain a relationship dedicated to your long term success.

Whether you have an idea and need to outline a actionable strategy, or a robust project in need of some accurate review and a focused gameplan, our industry expertise can help you channel your idea into a tangible product or service.

*We take your goals, map them out and figure out realistic, concrete plans that will best help you get there.*



# Allow Us to Introduce Our Leadership!

Here at Brandastic it is our Mission to ignite the brand potential of our clients. Through creative design, innovative marketing, and utilizing the latest technology, we help you become a leader in your market. More than ever, brands need to be agile, engaging, and offer their customers long-lasting value.

***That's where we come in.***



Justin  
President / CEO



Lachelle  
Managing  
Partner



Sandy  
Director of  
Operations



Melissa  
Director of  
Marketing



Erin  
Executive  
Assistant



Tri  
Lead Digital  
Manager



Andy  
Lead Developer



Megan  
Lead Creative  
Manager

Over 13 Years in Business & Serving over 450 clients



ViewSonic®

RICOH



UFC GYM

FUJIFILM  
Value from Innovation



Pocky®



California Online Public Schools

# What We Know

California Online Public Schools provides tuition-free independent study schools offer students in grades TK–12 a safe, engaging environment where they can learn in the way that works best for them.

# Goals + Needs

## YOUR GOALS

- Achieving and surpassing enrollment goals for 2024-2025 academic year through strong paid and organic digital marketing efforts.
- Maintaining brand consistency and a cohesive brand image through all marketing materials

## YOUR NEEDS

- A strategic marketing partner to oversee:
  - Paid media campaigns;
  - Organic Content Creation (Social + Blogs)
  - Website optimizations;
  - Search engine optimization;
  - Email marketing;
  - Photo and video creation (Back to School and Fall Festival);
  - Misc. Graphic design requests

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## CLIENT DETAILS

*Client:* Julie Colombero

*Email:* jcolombero@californiaops.org

*Company:* California Online Public Schools

*Phone:* 949.427.1131



# Roadmap



# Roadmap - 2024-2025

| Non-paid Creative   | Paid Campaign(s)   | Search Engine Optimization + Website   |
|---|--|--|
| <p><b>Organic Social Content + Moderation</b></p> <ul style="list-style-type: none"> <li>• Mood board + Creative Direction</li> <li>• Content Calendar</li> <li>• Graphic Design</li> <li>• Photo / Video Editing</li> <li>• Scheduling + Posting</li> <li>• Social Moderation + Commenting</li> </ul> <p><b>Marketing Collateral</b></p> <ul style="list-style-type: none"> <li>• Marketing Collateral             <ul style="list-style-type: none"> <li>• Booth Design(s)</li> <li>• Fliers</li> <li>• Templates</li> <li>• Gig</li> <li>• Merchandise</li> </ul> </li> </ul> <p><b>Email Marketing</b></p> <ul style="list-style-type: none"> <li>• Salesforce - Email Marketing<br/>Templates / Automations</li> <li>• Parent Square - Parent / Student<br/>Newsletters</li> </ul> | <p><b>Strategic Marketing Roll Outs Begin</b></p> <ul style="list-style-type: none"> <li>• Campaign Brief(s)             <ul style="list-style-type: none"> <li>○ Budget</li> <li>○ Campaign Run Dates</li> <li>○ Asset Copy + Creative</li> <li>○ Campaign Build(s)</li> </ul> </li> <li>• Campaign Build(s) - <i>Enrollment</i> <ul style="list-style-type: none"> <li>○ Channels: Google, Meta, Instagram, Pinterest</li> <li>○ Audience Targeting Segmentation</li> <li>○ Tracking/Implementation</li> <li>○ Goal Setting</li> <li>○ Launch</li> </ul> </li> <li>• Campaign Optimizations             <ul style="list-style-type: none"> <li>○ Creative Updates</li> <li>○ Campaign Strategies</li> <li>○ Budget Allocations</li> </ul> </li> <li>• Campaign Management             <ul style="list-style-type: none"> <li>○ Performance Monitoring + Optimizations</li> <li>○ Reports Generated + KPIs Assessed</li> </ul> </li> </ul> <p>Powered by BoardOnTrack</p> | <p><b>Search Engine Optimization Strategy + Implementation</b></p> <ul style="list-style-type: none"> <li>• Technical SEO Review &amp; optimization</li> <li>• On-Page &amp; Off-Page optimization</li> <li>• Backlink profile optimization</li> <li>• Content &amp; navigation strategy</li> <li>• Mobile PageSpeed optimization</li> <li>• Heatmap Implementation &amp; analysis</li> </ul> <p><b>Website Content</b></p> <ul style="list-style-type: none"> <li>• FAQ Content</li> <li>• Blog Writing</li> <li>• Location Landing Pages</li> <li>• Misc. / New Pages</li> </ul> <p><b>Blog Strategy + Execution</b></p> <ul style="list-style-type: none"> <li>• Monthly Blog Topics</li> <li>• Copywriting / SEO Optimized</li> <li>• Regular Posting</li> </ul> |

# Roadmap - 2024-2025

## Videography + Photography

### Back to School Event (Recruitment)

- Pre-Production
  - Shot List
  - Scriptwriting
  - Day-of Coordination
- Production
- Post-Production
  - Edited Videos for Website / Social Media

### Fall Festival (Parent Interviews)

- Pre-Production
  - Shot List
  - Scriptwriting
  - Day-of Coordination
- Production
- Post-Production
  - Edited Videos for Website / Social Media

### Misc. Video Production/Editing

- Intro / Webinar Video

## New Initiatives

### 2024-2025 Master Marketing Calendar

- Shared timeline of key campaigns, events

### Marketing Efforts - Expansion

- Advertising opportunities, ie. Niche.com
- Programmatic Media Buys
- OOH Media Buys - Billboards, Banners

### Recruitment Campaign(s)

- 'Work at CalOPS' Page
  - Design
  - Implementation
- Brand Awareness Campaigns

### Retention Campaigns

- Marketing materials to support enrollment team to existing families

## Misc + Ongoing

### ONGOING

- ***Paid Media Execution (Search)***
- ***Paid Media Execution (Social)***
- ***Email Marketing***
  - *Salesforce/Pardot Email Designs*
  - *Parent Square Email Designs*
- ***Search Engine Optimization***
  - *Blog Strategy + Execution*
  - *Reputation Management + Execution*
  - *Content Strategy*
  - *On-Page + Off-Page Optimizations*
  - *Backlink Strategy*
- ***Organic Social Content***
- ***Marketing Collateral***

# Investment

# California Online Public Schools: **Investment Calendar**

| June '24-May '25          | Monthly Investment               | Annual Investment |
|---------------------------|----------------------------------|-------------------|
| Brandastic Management Fee | \$21,000 mo <i>for 12 months</i> | \$252,000         |

**Annual Investment: \$252,000** June '24 -May '25

# Thank you!



# Capturing Kids' Hearts®

Powered by Flippen Group



## CAPTURING KIDS' HEARTS ► SERVICE AGREEMENT

CAPTURE *Hearts*. IMPACT *Culture*. SEE *Change*.

### Created by:

Angie Shoffner  
Capturing Kids' Hearts

### Prepared for:

Leslie Dombek  
California Online Public School

Date: April 10, 2024

# SERVICE AGREEMENT



California Online Public School ("Client" or "you")  
33272 Valle Road  
San Juan Capistrano, CA 92675

Thank you for selecting The Flippen Group, LLC, dba Capturing Kids' Hearts ("**CKH**" or "**we**") to serve your organization. Our goal is to provide you with products and services that will both motivate and empower your organization to advance to a new level of success. Please take a moment to review the information below, and then sign and return this form to confirm this Master Services Agreement ("**Agreement**"). We look forward to serving you.

## Section 1: Our Commitment

The Agreement itself is between CKH and you, the above-identified Client, although most of the benefits of this Agreement are available to many of your representatives/participants as well. Once accepted by you, this Agreement governs our relationship with regard to all of the "**Products and Services**" as defined in this Agreement, or that may later be mutually agreed upon between the parties with reference to this Agreement; many if not all of which involve training events to be conducted by CKH's representatives ("**Consultants**" or "**Strategists**"). In addition, this Agreement together with the Terms of Use associated with our "**Websites**" governs our relationship over the numerous resources and products that are and will be made available to you during the "**Term**" of this Agreement (collectively, "**Resources**"). Once your acceptance of this Agreement is confirmed, the pricing applicable to you for all such Products and Services and for your access to many of the Resources ("**Access**") become enforceable.



# SERVICE AGREEMENT

## Section 2: Products and Services

| Leadership Solutions  | Proposed Timeline  | Quantity | Solutions Price | Solutions Subtotal |
|---|--------------------|----------|-----------------|--------------------|
| <b>Capturing Kids' Hearts 1®: A Custom Virtual Experience</b><br>Two, eight-hour virtual trainings for up to 50 participants.<br>Includes: <ul style="list-style-type: none"> <li>Two, 4-hour live virtual sessions. Each virtual session can occur on the same day, or on consecutive days.</li> <li>Each participant will receive 8 Continuing Education Units(CEU) for attending.</li> <li>Participants have access to our online community and resource center designed to support Capturing Kids' Hearts 1 implementation and the associated processes.</li> </ul> | August 28-29, 2024 | 1        | \$21,000.00     | \$21,000.00        |
| <b>Capturing Kids' Hearts® Leadership Blueprint Recharged*</b><br>One-day training for up to 50 participants<br><br>* Prerequisite: At least 80% of the participants have attended Capturing Kids' Hearts® Leadership Blueprint Training  | Spring 2025        | 1        | \$7,750.00      | \$7,750.00         |



# SERVICE AGREEMENT



|  |                              |          |                   |                    |
|--|------------------------------|----------|-------------------|--------------------|
| <b>CKH Campus Premium</b><br>A campus-specific subscription that provides comprehensive ongoing support to leaders and staff who have completed Capturing Kids' Hearts® 1 Training | <b>2024-2025 School Year</b> | <b>3</b> | <b>\$4,000.00</b> | <b>\$12,000.00</b> |
|--|------------------------------|----------|-------------------|--------------------|

**Grand Total      \$40,750.00**

# SERVICE AGREEMENT



## ADDITIONAL CHARGES (where applicable):

### TRAVEL EXPENSES:

Travel expenses for each training event or other service provided by CKH under this Agreement will be itemized on invoices and are included in the total amounts itemized under this Agreement. Unless otherwise agreed in advance, such travel expenses inside the Continental United States will be billed at the rate of \$1,250.00 for one-day events, \$1,900.00 for two-day events, and \$2,250.00 for three-day events (per Consultant). Each additional consecutive day for durations in excess of three days will be billed at \$350.00 per day (per Consultant).

### FACILITY EXPENSES:

Client (at a minimum) will be responsible for securing facilities/meeting space with adequate square footage, comfortable seating, and light refreshments for all attendees for any training event. Facilities and all related costs will be at Client's expense.

### ADDITIONAL PARTICIPANT FEES (to the extent applicable):

- A \$200.00 fee will be charged for each person over 50 not to exceed 60 total per Capturing Kids' Hearts® Leadership Blueprint Recharged.
- A \$400.00 fee will be charged for each person over 50 not to exceed 60 total per Capturing Kids' Hearts® 1 Training.

## Section 3: Investment

### AGREEMENT:

By entering this Agreement, you agree to engage CKH as your provider for our Resources and all the Products and Services as outlined in the accompanying Products and Services section or that may later be mutually agreed between the parties with reference to this Agreement, each of which is incorporated into this Agreement in its entirety by this reference.

Until accepted by you this Agreement and its rates and other pricing terms are non-binding and will expire in 30 calendar days following April 10, 2024. To accept and receive the benefits of this Agreement, your signature and acceptance can only be confirmed by CKH upon our receipt of the signed return of this Agreement on or before, May 10, 2024.

### PAYMENT TERMS:

The fees for each of the Products and Services and for your Access to Resources shall be determined based on the applicable Products and Services section as well as the other terms of this Agreement. In the case of Products and Services involving scheduled events, the fees (including travel, if applicable) will be billed when the corresponding Products and Services are provided or rendered.

Subscription(s) services shall commence upon the signing of this agreement or June 1, 2024 for the 2024-2025 school year(s) (whichever occurs later) through May 31, 2025. Unless terminated in writing, subscription service(s) will automatically renew on June 1st annually at current rates. Should subscription costs increase by more than 20% over this agreement, the Client will be given 60 days' notice of the rate increase.

Purchase Orders for each scheduled item that is part of the Products and Services section, must be submitted to CKH at least 45 days prior to the scheduled event.

Invoices are due upon receipt. Please make all checks payable to Capturing Kids' Hearts.

### SURCHARGES & TAXES:

# SERVICE AGREEMENT



For Products or Services sold or accessed or Services performed in jurisdictions where taxes, including sales tax, apply to the corresponding transactions under this Agreement, Client shall be responsible for payment of such taxes or for reimbursement of the payment of such taxes when they are paid by or for CKH.

# SERVICE AGREEMENT



## Section 4: Policies

### **SCHEDULING:**

CKH will need someone designated in Client organization to work with on scheduling and event planning needs.

CKH will contact you upon confirmed signing of this Agreement to begin setting up dates for Products and Services to be rendered on the applicable Products and Services section.

Confirmation of all scheduled dates of service will be made via email and is subject to cancellation terms as listed in this Agreement.

CKH may need to communicate with the Client's members/Participant(s) via e-mail to communicate pertinent details about events or products they are attending/experiencing. These e-mail addresses are not shared with any third-party organizations and are only used for the events they are attending. These email addresses are NOT used for soliciting purposes.

### **FACILITIES/EVENT SET-UP:**

You and CKH will mutually agree upon the location of any event as part of the Products and Services section, which should be resolved at least 30 days prior to a scheduled service. CKH will provide event-specific details for any scheduled service (including square footage requirements, AV needs, schedule, and other logistics to be coordinated). Should any of those details need to be altered, prior approval by CKH would be needed.

### **RECORDING/MEDIA:**

Video and/or audio taping of events is strictly prohibited without prior written approval by CKH.

Media representatives are not allowed to attend events without prior written approval by CKH.

### **DEPOSITS and CANCELLATIONS:**

- No deposit is required.
- CKH requires a cancellation notice of 90 days prior to any scheduled date of service. A cancellation notice received inside the 90-day window will result in the full contractual fee being assessed as of the date of cancellation. To the extent not offset by duplicate expenses incurred by CKH, the fee charged for such cancellation may be credited to the event once that event is rescheduled, although any amounts paid for Products or Services that are unused by your organization within the 12 months following the date of signature of this Agreement will be forfeited.
- Travel expenses that CKH has incurred and that must be cancelled because of the Client rescheduling or cancelling a product(s) or service(s) without at least two weeks' advance notice may result in extra charges to the Client.
- In the event an assigned CKH Consultant/Strategist is subject to illness, travel delay, or unavoidable emergencies, the event can be rescheduled/restructured/reassigned.
- Force Majeure: Except with regard to payment obligations, neither party shall be liable to the other for any failure or delay in performing its obligations under this Agreement where such failure or delay is as a result of Acts of God (including fire, flood, earthquake, storm, hurricane or other natural disasters), pandemics, epidemics, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, government sanction, blockage, embargo, labor dispute, strike, lockout or interruption or failure of electricity or telephone service, and no other Party will have a right to terminate this Agreement in such circumstances. Any Party asserting Force Majeure as an excuse shall have the burden of proving that reasonable steps were taken (under the circumstances) to minimize delay or damages caused by foreseeable events, that all non-excused obligations were substantially fulfilled, and that the other Party was timely notified of the likelihood or actual occurrence which would justify such an assertion so that other prudent precautions could be contemplated.

### **RESOURCES:**

# SERVICE AGREEMENT



During the course of providing the Products and Services, participants will be provided with various Resources, some of which shall be distributed by hand or by email to participants during or in preparation or follow-up to particular events, and others of which shall be accessed through websites operated by CKH (“Websites”). For the purpose of accessing some or all of the Resources used during our provision of the Products and Services, you will be required to create an account through one or more of the Websites. In the process, you will be required to accept the Terms of Use for the Websites, which will govern your rights and obligations with respect to the content accessed through those Websites, to the extent such Terms of Use are consistent with this Agreement.

## Section 5: Intellectual Property

### COPYRIGHTS & TECHNOLOGY RIGHTS

CKH’s intellectual property is a crucial part of providing training materials and consulting services to its clients, and CKH could not continue its work if its clients did not honor and respect CKH’s intellectual property rights. All copyrights and other forms of intellectual property protection pertaining to the Resources, including without limitation all content and functionality on or of the Websites, as well as all text, graphics, images, logos, icons, audio, video, tables, algorithms, analytics, reports, and dynamic content associated with the Resources, whether prearranged or created or modified during the course of providing the Products and Services, as well as the selection, arrangement and “look and feel” of all the foregoing, (excluding personal data belonging to you or your authorized users) are the exclusive property of CKH or its licensors. **None of our work or work product is done on a “work for hire” basis, and all our material and work product is owned exclusively by CKH and is subject to one or more of the following: copyright, trademark, patent, license, or trade secret.** Intellectual property and learning/know-how that may be developed while working with any client shall remain the property of CKH. By entering into this Agreement, you are expressly acknowledging and agreeing to the matters set forth in this paragraph and you are agreeing that none of the training materials, notebooks, videos, presentations, processes or concepts may be used by you, for any purpose, without the express advance written consent of CKH. All textual, dramatic, audio, and/or visual Resources are protected by U.S. and international copyright laws. All rights not expressly granted are reserved.

### TRADEMARKS:

The trademarks, service marks, designs, and logos displayed on or in conjunction with the Products, Services, Resources or Websites (collectively, the “Trademarks”) are the registered and unregistered trademarks of CKH and its licensors. You agree that you will obtain advance written consent from CKH before referring to or attributing any information to CKH or its licensors in any public medium (e.g., signage, press releases, websites, etc.) for advertising or promotion purposes, or for the purpose of informing or influencing any third party, understanding that such consent may be denied for any or no reason. You also agree that you will not use or reproduce any Trademark of, or imply any endorsement by or relationship with, CKH or its licensors.

### USE OF RESOURCES:

Capturing Kids’ Hearts grants individual participants of training a limited, non-exclusive, revocable, and non-transferable license for the Term of this Agreement to view, access, download, display, and otherwise use specific Capturing Kids’ Hearts Resources for their personal and classroom use only. Resources are made available to participants based upon their completed training and provided during training or through site content of Websites.

Access to Resources for participants is based upon both their completion of specific training(s) with Capturing Kids’ Hearts and the contractual relationship between Capturing Kids’ Hearts and the Client, the organization of which the participant is a current member. The relationship with a Client is documented in the products listed in the Products and Services Section and determines the varying levels of access to Resources based upon the training, products or subscriptions purchased. If the participant is no longer part of the Client’s organization, the participant will no longer have access to the resources.

### APPLICABLE RESTRICTIONS & REQUIREMENTS:

Any unauthorized use of Resources is prohibited and may violate copyright, trademark, patent, and other applicable laws or regulations and could result in criminal or civil penalties. All Resources are made available for use by you only to the extent

# SERVICE AGREEMENT



that such use complies with all Applicable Restrictions & Requirements. For these purposes, “**Applicable Restrictions & Requirements**” means any and all of the following: (i) the provisions of this Agreement; (ii) the Terms of Use associated with the Websites; (iii) any other CKH agreements or Products and Services that may be applicable to you; (iv) any written instructions or restrictions provided to you by CKH; and (v) any instructions or restrictions printed on or otherwise accompanying any copies of the Resources that are provided to you, or that appear on Websites that are associated with such Resources. To be clear, except to the extent expressly permitted in writing as part of the Applicable Restrictions & Requirements, your rights do not include rights to do any of the following (collectively, “**Prohibited Actions**”), all of which you are prohibited from doing without CKH’s express prior written consent: (i) reproduce, modify, translate, aggregate, distribute, sell, commercially exploit, transmit, post, make derivatives of, or publicly disclose any of the Resources, or any portion thereof, in any way not expressly permitted in writing by CKH; (ii) remove, redact, or omit any and all copyright and other proprietary notices displayed on the Resources or on any permitted copies thereof; (iii) use of any data mining, robots or similar data gathering or extraction methods in connection with the Resources or the Websites; (iv) download (other than page caching) of any portion of the Resources or the Websites except to the extent expressly authorized during provision of the Products and Services; (v) reverse engineer or access the Resources or the Websites in order to develop or use any competitive website, content, app, product or service; (vi) use any of the Websites, Products or Resources other than for their intended purposes; (vii) resell any Resources or other Products delivered or otherwise acquired by you during the course of the Services or otherwise through the Websites; (viii) store, transport or use any Products or Resources in an unsafe or reckless manner or in any manner prohibited by law or regulation; or (ix) use any of the Resources in any manner not permitted by law or regulation. CKH may also impose additional reasonable limits on the scope of your access to and use of the Resources, including limits on time or number of materials accessed or machines used to access such Resources, in part to prevent unauthorized third-party access to or use of such Resources.

## CONFIDENTIALITY:

This Agreement and its various terms (including the pricing, combination of services and solutions, and other terms of all associated Products and Services section) as well as metrics, observations and personal information about Client’s participants that may be contained or reflected in Deliverables (collectively, “**Confidential Information**”) shall be treated as confidential by Client and shall not be disclosed to any third parties throughout the Term of this Agreement and for five (5) years thereafter. However, notwithstanding the foregoing, Client may disclose such Confidential Information in compliance with judicial or other governmental orders or open records requests, provided that (i) Client shall give CKH at least ten business days advance written notice before so disclosing in response to such orders or requests, and (ii) Client shall reasonably cooperate with CKH to accommodate any requests from CKH to secure protective orders or to limit the scope of responses to the extent legally permissible.

## Section 6: Disclaimers

Client accepts and must accept all of the Resources, Access, Products and Services, including any work products, results or deliverables produced thereby (collectively, “**Deliverables**”), “AS IS” and with all faults and errors. CKH HEREBY DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, THAT MIGHT RELATE TO THE RESOURCES, ACCESS, SERVICES OR ANY DELIVERABLES, EXCEPT FOR ANY SPECIFIC WARRANTIES THAT MAY BE EXPRESSLY PROVIDED IN THE TERMS OF THIS AGREEMENT, IF ANY. The entire risk as to the functionality, operation, and results is with the Client, and neither CKH nor any of its Consultants or other representatives assumes any risk or obligation in connection therewith. CKH hereby disclaims any and all liability, risk, obligation, or responsibility for decisions made or actions taken by Client after use of the Products, Resources, Access, Services, or any Deliverables. CKH shall in no way be responsible or liable for CLIENT’S use of (1) the Resources, Access, Products, Services, or Deliverables, (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. CKH does not guarantee or warrant any particular result or success as a result of the use of the Resources, Access, Products, Services, or Deliverables. Instead, the Resources, Access, Products, Services, and Deliverables should be considered tools to assist the Client, but they should not be treated as a singular solution.

# SERVICE AGREEMENT



In no event shall CKH or any of its Consultants or other representatives be liable for or responsible for any indirect, incidental, or consequential damages or injuries related to Client's or its representative's use of: (1) the Resources, Access, Products, Services or Deliverables; (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. The maximum possible liability of CKH shall not exceed the lesser of (a) the amount that the Client paid for the Resources, Access, Products, Services, or Deliverables that directly relate to the claim giving rise to such liability or (b) the full retail cost of those same Resources, Access, Products, Services or Deliverables.

No information shared by CKH verbally or in writing can be constituted to be professional advice, such as medical, legal, financial, psychological, business, or counseling advice. Diagnosing medical or psychological conditions cannot be done through a coaching process and should only be done by licensed professionals.

## Section 7: Entirety & Interpretation

Once accepted, this Agreement together with the Terms of Use associated with our Websites represents the entire agreement, and supersedes any and all previous understandings, between you and CKH as pertains to our Products and Services and your Access to Resources. To be valid and enforceable, any amendment or modification to this Agreement, which may be in the form of a subsequent Products and Services Amendment that expressly invokes this Agreement, must be in a writing and signed by the respective authorized representatives to be bound thereby. This Agreement shall be construed, interpreted, and enforced exclusively under the laws and venue applicable in College Station, Brazos County, Texas. Section and paragraph headings have been included in this Agreement in hopes of facilitating ease of reference, but such headings shall not affect the interpretation of this Agreement. In the event of any inconsistency that cannot be reasonably resolved between this Agreement and an applicable Products and Services, the Products and Services section shall control for purposes of resolving the inconsistency, and a more recent Products and Services section shall control over inconsistent terms in Products and Services section(s). To the extent of any inconsistency that cannot be reasonably resolved between this Agreement and the Terms of Use associated with our Websites, this Agreement shall control throughout the Term, while the Terms of Use will control after the Term. You also agree that this Agreement will not be construed against CKH by virtue of having drafted it.

## Section 8: Acceptance & Term

To indicate your acceptance of this Agreement without changes, the Client should have its authorized representative sign where indicated below and return the signed Agreement to Capturing Kids' Hearts via email to [angie.shoffner@capturingkidshearts.org](mailto:angie.shoffner@capturingkidshearts.org). Once returned, the date of your authorized representative's signature shall be treated as the effective start date of this Agreement. The enforceable term of this Agreement ("**Term**") shall extend until all services on the Products and Services section are from the Effective Date, unless sooner terminated, except that the Term shall be automatically extended through the last day of your Subscription Access, including any and all Renewal Terms for such Access.

Either party to this Agreement may terminate this Agreement at any point during the Term by providing ninety days' written notice to the other in the event that such other party materially breaches any provision of this Agreement, unless that other party cures such breach during those ninety days. All unpaid payment obligations and all rights and obligations under Intellectual Property of this Agreement shall survive any termination of this Agreement.

## Section 9: Confirmation

On behalf of the Client, the undersigned individual hereby confirms that they have read and understand all the terms and conditions of this Agreement, and, as the contact person and authorized representative of the Client for all purposes of this

# SERVICE AGREEMENT



Agreement, will endeavor to see that all policies and related details are understood and completed by all Client involved parties in the planning of the Products and Services. The undersigned individual applies their signature to this Agreement on behalf of their respective party for the purposes of entering into a legally binding contractual relationship between CKH and Client.

If you have any questions or need additional assistance, please do not hesitate to contact us.

California Online Public School

By:

Printed Name:

Client's Authorized Representative

Title:

Date:

Contact Information:

Capturing Kids' Hearts

Attn: Angie Shoffner

[angie.shoffner@capturingkidshearts.org](mailto:angie.shoffner@capturingkidshearts.org)

1199 Haywood Drive

College Station, TX 77845

Phone: 800-316-4311

Fax: 877-941-4700



# Coversheet

## Approval of Check Registry (attached)

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | IV. Consent Items                        |
| <b>Item:</b>             | E. Approval of Check Registry (attached) |
| <b>Purpose:</b>          | Vote                                     |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | Check Register 240604.pdf                |

**Southern California****Check Register****For the period ended April 30, 2024**

| Check Number | Vendor Name                      | Transaction Description | Check Date | Check Amount |
|--------------|----------------------------------|-------------------------|------------|--------------|
| 10553        | Aalaneja Stelly                  |                         | 04/03/2024 | \$ 63.55     |
| 10554        | Abel Qawasmí                     |                         | 04/03/2024 | 23.35        |
| 10555        | Adapted Childs Play LLC          |                         | 04/03/2024 | 464.57       |
| 10556        | Ajay Ghingoor                    |                         | 04/03/2024 | 71.59        |
| 10557        | Alexandra Torline                |                         | 04/03/2024 | 73.19        |
| 10558        | Alexis Gilliard                  |                         | 04/03/2024 | 76.88        |
| 10559        | Alison Waters                    |                         | 04/03/2024 | 48.35        |
| 10560        | Alyson Ben-Joseph                |                         | 04/03/2024 | 284.48       |
| 10561        | Amy Chang                        |                         | 04/03/2024 | 43.96        |
| 10562        | Amy Sharp                        |                         | 04/03/2024 | 37.85        |
| 10563        | Andrea Story                     |                         | 04/03/2024 | 176.13       |
| 10564        | Andrew Rietveld                  |                         | 04/03/2024 | 172.86       |
| 10565        | April Yi                         |                         | 04/03/2024 | 73.38        |
| 10566        | Ashley Gardea-Molina             |                         | 04/03/2024 | 43.83        |
| 10567        | Ashley Leu                       |                         | 04/03/2024 | 34.14        |
| 10568        | AT&T                             |                         | 04/03/2024 | 530.70       |
| 10569        | Brittney Kish                    |                         | 04/03/2024 | 56.95        |
| 10570        | Cara Deckert                     |                         | 04/03/2024 | 128.54       |
| 10571        | Carmen Kwan                      |                         | 04/03/2024 | 69.55        |
| 10572        | Cassandra Sharpe                 |                         | 04/03/2024 | 133.33       |
| 10573        | Catarina Guido                   |                         | 04/03/2024 | 75.09        |
| 10574        | CE Mechanical Inc                |                         | 04/03/2024 | 1,971.77     |
| 10575        | Christine Gelfuso                |                         | 04/03/2024 | 61.45        |
| 10576        | Cynthia Bradford                 |                         | 04/03/2024 | 44.22        |
| 10577        | Connie McCorkle                  |                         | 04/03/2024 | 63.55        |
| 10578        | Corodata Records Management Inc. |                         | 04/03/2024 | 200.59       |
| 10579        | Danielle Nazaroff                |                         | 04/03/2024 | 36.18        |
| 10580        | Deiana Jackson                   |                         | 04/03/2024 | 35.51        |
| 10581        | Department of Justice            |                         | 04/03/2024 | 32.00        |
| 10582        | Diane Johnson                    |                         | 04/03/2024 | 41.47        |
| 10583        | Dominic Resendiz                 |                         | 04/03/2024 | 500.00       |
| 10584        | Eden Rincon                      |                         | 04/03/2024 | 62.98        |
| 10585        | El Paseo Childrens Center Inc.   |                         | 04/03/2024 | 6,360.00     |
| 10586        | Emilio Rendon-Vargas             |                         | 04/03/2024 | 30.05        |
| 10587        | Emily Helmich                    |                         | 04/03/2024 | 117.92       |
| 10588        | Erica Osorio                     |                         | 04/03/2024 | 17.42        |
| 10589        | Erin Chung                       |                         | 04/03/2024 | 79.46        |
| 10590        | Eva Castaneda                    |                         | 04/03/2024 | 129.31       |
| 10591        | Eva McGahey                      |                         | 04/03/2024 | 46.25        |
| 10592        | Every Special Child LLC          |                         | 04/03/2024 | 16,515.00    |
| 10593        | FeldCare Connects                |                         | 04/03/2024 | 600.00       |
| 10594        | Felipe Hull                      |                         | 04/03/2024 | 168.74       |
| 10595        | Franchesca Lansang               |                         | 04/03/2024 | 85.36        |
| 10596        | Gina Casey                       |                         | 04/03/2024 | 15.90        |
| 10597        | Gregory Israel                   |                         | 04/03/2024 | 71.69        |
| 10598        | Hai Le                           |                         | 04/03/2024 | 69.01        |
| 10599        | Headstand                        |                         | 04/03/2024 | 18,000.40    |
| 10600        | Heather Vizzini                  |                         | 04/03/2024 | 180.24       |
| 10601        | Hope Rowley                      |                         | 04/03/2024 | 101.08       |
| 10602        | Jamia Seifert                    |                         | 04/03/2024 | 90.98        |
| 10603        | Jannel Wyant                     |                         | 04/03/2024 | 62.78        |
| 10604        | Jennifer Bartlett                |                         | 04/03/2024 | 19.43        |
| 10605        | Jennifer Blake                   |                         | 04/03/2024 | 18.76        |
| 10606        | Jennifer Yip                     |                         | 04/03/2024 | 30.28        |
| 10607        | Jennifer Stewart-Wilson          |                         | 04/03/2024 | 39.53        |
| 10608        | Jesse Hodge                      |                         | 04/03/2024 | 20.00        |
| 10609        | Jessica Baez-Ramirez             |                         | 04/03/2024 | 136.01       |
| 10610        | Jillian Kabel                    |                         | 04/03/2024 | 110.99       |
| 10611        | Jordyn Ross                      |                         | 04/03/2024 | 71.59        |

**Southern California****Check Register****For the period ended April 30, 2024**

| Check Number | Vendor Name                             | Transaction Description | Check Date | Check Amount |
|--------------|---|-------------------------|------------|--------------|
| 10612        | Jorgelina Corral                        |                         | 04/03/2024 | 30.64        |
| 10613        | Jose Alameida                           |                         | 04/03/2024 | 152.39       |
| 10614        | Julia Davis                             |                         | 04/03/2024 | 41.94        |
| 10615        | Juliane Hutchison                       |                         | 04/03/2024 | 46.13        |
| 10616        | Kacey Mathieson                         |                         | 04/03/2024 | 20.77        |
| 10617        | Katherine Duckworth                     |                         | 04/03/2024 | 61.51        |
| 10618        | Kathryn Macias                          |                         | 04/03/2024 | 18.76        |
| 10619        | Kelly Harper                            |                         | 04/03/2024 | 82.98        |
| 10620        | Kelsey Dickman                          |                         | 04/03/2024 | 233.83       |
| 10621        | Kimberly A Zimmerman                    |                         | 04/03/2024 | 115.24       |
| 10622        | Kristen Hager                           |                         | 04/03/2024 | 32.16        |
| 10623        | Kristin Cable                           |                         | 04/03/2024 | 121.36       |
| 10624        | Kristin Luedtke                         |                         | 04/03/2024 | 20.10        |
| 10625        | Kristina Craig                          |                         | 04/03/2024 | 69.27        |
| 10626        | Lawrence Steinberg                      |                         | 04/03/2024 | 65.66        |
| 10627        | Lauren Bradley                          |                         | 04/03/2024 | 96.38        |
| 10628        | Lauren Williams-Hackman                 |                         | 04/03/2024 | 30.05        |
| 10629        | Law Offices of Young, Minney & Corr LLP |                         | 04/03/2024 | 2,990.00     |
| 10630        | Lina Arango                             |                         | 04/03/2024 | 142.58       |
| 10631        | Lizeth Bautista                         |                         | 04/03/2024 | 57.62        |
| 10632        | Logan Mackie                            |                         | 04/03/2024 | 40.84        |
| 10633        | Mackenzie Duran                         |                         | 04/03/2024 | 111.12       |
| 10634        | Marianne Masino                         |                         | 04/03/2024 | 102.09       |
| 10635        | Marissa Mesa                            |                         | 04/03/2024 | 29.14        |
| 10636        | Mary N Ehrke                            |                         | 04/03/2024 | 83.75        |
| 10637        | Melinda Medina O'Neill                  |                         | 04/03/2024 | 110.02       |
| 10638        | Melissa Eisenrod                        |                         | 04/03/2024 | 39.49        |
| 10639        | Melissa Kolbeck                         |                         | 04/03/2024 | 47.47        |
| 10640        | Michele Rushing                         |                         | 04/03/2024 | 35.09        |
| 10641        | Mikhail Afadonis                        |                         | 04/03/2024 | 54.59        |
| 10642        | Mildred Toscano                         |                         | 04/03/2024 | 28.14        |
| 10643        | Mindy Hall                              |                         | 04/03/2024 | 103.18       |
| 10644        | Morrissa Berman                         |                         | 04/03/2024 | 83.65        |
| 10645        | Mukul Dwivedi                           |                         | 04/03/2024 | 65.66        |
| 10646        | Natalie Ha                              |                         | 04/03/2024 | 19.43        |
| 10647        | Neal Mixer                              |                         | 04/03/2024 | 37.52        |
| 10648        | Paige Wall                              |                         | 04/03/2024 | 160.77       |
| 10649        | Pamela Zakhar                           |                         | 04/03/2024 | 45.46        |
| 10650        | PC Connection Sales Corp                |                         | 04/03/2024 | 34.50        |
| 10651        | Pearson Virtual Schools USA             |                         | 04/03/2024 | 2,825,792.50 |
| 10652        | Penelope Knight                         |                         | 04/03/2024 | 467.54       |
| 10653        | Phil Wenker                             |                         | 04/03/2024 | 115.24       |
| 10654        | Quynh Nguyen-Le                         |                         | 04/03/2024 | 41.44        |
| 10655        | Rachel Idiart                           |                         | 04/03/2024 | 60.30        |
| 10656        | Rebecca Novalis-Edwards                 |                         | 04/03/2024 | 175.22       |
| 10657        | Richard Conway                          |                         | 04/03/2024 | 71.02        |
| 10658        | Robert Sima                             |                         | 04/03/2024 | 48.81        |
| 10659        | Ryan Counts                             |                         | 04/03/2024 | 124.64       |
| 10660        | Santa Margarita Water District          |                         | 04/03/2024 | 164.88       |
| 10661        | Scott Panaro                            |                         | 04/03/2024 | 17.65        |
| 10662        | Sean Van Bussel                         |                         | 04/03/2024 | 73.70        |
| 10663        | Shannon Doss                            |                         | 04/03/2024 | 57.78        |
| 10664        | Shawn Dunkley                           |                         | 04/03/2024 | 52.26        |
| 10665        | Shayla Deshay                           |                         | 04/03/2024 | 35.57        |
| 10666        | Shayne Hanpanit                         |                         | 04/03/2024 | 118.12       |
| 10667        | Sherri Rempe                            |                         | 04/03/2024 | 154.00       |
| 10668        | Shideh Nejad                            |                         | 04/03/2024 | 38.76        |
| 10669        | Stacy Laredo                            |                         | 04/03/2024 | 123.28       |
| 10670        | Stacy Reynolds                          |                         | 04/03/2024 | 53.15        |

**Southern California****Check Register****For the period ended April 30, 2024**

| Check Number | Vendor Name                      | Transaction Description                     | Check Date | Check Amount |
|--------------|----------------------------------|---|------------|--------------|
| 10671        | Stephanie Parker                 |   | 04/03/2024 | 40.02        |
| 10672        | Stephanie Robinson               |   | 04/03/2024 | 113.88       |
| 10673        | Steve Lopez                      |   | 04/03/2024 | 54.27        |
| 10674        | Sunny Chavez                     |   | 04/03/2024 | 125.86       |
| 10675        | Yu Kim                           |   | 04/03/2024 | 69.58        |
| 10676        | Susan Axson                      |   | 04/03/2024 | 94.42        |
| 10677        | Sydney Ortiz                     |   | 04/03/2024 | 34.66        |
| 10678        | Tamara Olsen                     |   | 04/03/2024 | 38.76        |
| 10679        | Tate Murphy                      |   | 04/03/2024 | 89.01        |
| 10680        | Taylor Kubel                     |   | 04/03/2024 | 113.95       |
| 10681        | Taylor Whitmer                   |   | 04/03/2024 | 54.17        |
| 10682        | Than Short                       |   | 04/03/2024 | 158.12       |
| 10683        | Thavry Khun                      |   | 04/03/2024 | 97.15        |
| 10684        | Theresa Vergel de Dios           |   | 04/03/2024 | 54.17        |
| 10685        | Tracy Pinckney                   |   | 04/03/2024 | 99.83        |
| 10686        | Zachary Bennett                  |   | 04/03/2024 | 38.25        |
| 10687        | Abel Qawasmi                     | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 68.91        |
| 10688        | Ajay Ghingoor                    | Reimb - Mileage - 03/26/24                  | 04/08/2024 | 26.13        |
| 10689        | Alexander Smith                  | Reimb - 03/01/24 - 03/03/24                 | 04/08/2024 | 378.33       |
| 10690        | Alexandra Torline                | Reimb - Meals - 03/26/24                    | 04/08/2024 | 40.77        |
| 10691        | Alison Waters                    | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 26.58        |
| 10692        | Allyson Curtis                   | Reimb - Mileage - 03/26/24                  | 04/08/2024 | 56.85        |
| 10693        | Allyson Rawlins                  | Reimb - Travel - 03/07/24                   | 04/08/2024 | 205.70       |
| 10694        | Amanda Fort-Seamon               | Reimb - Mileage - 03/13/24 - 03/19/24       | 04/08/2024 | 716.80       |
| 10695        | Amy Chang                        | Reimb - Meals - 03/15/24                    | 04/08/2024 | 98.37        |
| 10696        | Amy Sharp                        | Reimb - Mileage - 03/26/24                  | 04/08/2024 | 49.55        |
| 10697        | Andrea Story                     | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 40.26        |
| 10698        | Andrew Rietveld                  | Reimb - Meals - 03/21/24                    | 04/08/2024 | 315.10       |
| 10699        | Angela George                    | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 72.26        |
| 10700        | Anna Johnson                     | Reimb - Mileage - 03/07/24 - 03/26/24       | 04/08/2024 | 770.24       |
| 10701        | April Yi                         | Reimb - Mileage - 03/21/24                  | 04/08/2024 | 53.50        |
| 10702        | Ashley Gardea-Molina             | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 70.25        |
| 10703        | Bonnie Wheeler                   | Reimb - Mileage - 03/07/24                  | 04/08/2024 | 77.34        |
| 10704        | Brandi Jackson                   | Reimb - Meals - 03/07/24                    | 04/08/2024 | 107.32       |
| 10705        | Brianne Fidalgo                  | Reimb - Mileage - 03/21/24                  | 04/08/2024 | 89.01        |
| 10706        | Brittany West                    | Reimb - Mileage - 03/06/24 - 03/19/24       | 04/08/2024 | 557.63       |
| 10707        | Bryan Daseler                    | Reimb - Mileage - 03/06/24 - 03/10/24       | 04/08/2024 | 670.11       |
| 10708        | Caitlyn Shaefer                  | Reimb - Mileage - 03/13/24                  | 04/08/2024 | 222.44       |
| 10709        | Cassie Williams                  | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 30.13        |
| 10710        | Catherine Kang                   | Reimb - Mileage - 03/07/24                  | 04/08/2024 | 87.69        |
| 10711        | Catherine Schwartz               | Reimb - Mileage - 03/06/24                  | 04/08/2024 | 109.88       |
| 10712        | CE Mechanical Inc                | HVAC Svcs - 03/24                           | 04/08/2024 | 295.00       |
| 10713        | Charter Impact                   | Business Mgmt - 04/24                       | 04/08/2024 | 105,090.00   |
| 10714        | Chloee Farris                    | Reimb - Mileage - 03/21/24                  | 04/08/2024 | 36.18        |
| 10715        | Christina Banks                  | Reimb - Mileage - 03/06/24 - 03/21/24       | 04/08/2024 | 420.09       |
| 10716        | Christine Gelfuso                | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 57.43        |
| 10717        | Christine Quesada                | Reimb - Mileage - 03/06/24 - 03/07/24       | 04/08/2024 | 264.87       |
| 10718        | Cynthia Bradford                 | Reimb - Travel - 03/21/24                   | 04/08/2024 | 87.97        |
| 10719        | Connie McCorkle                  | Reimb - Meals - 03/19/24 - 03/22/24         | 04/08/2024 | 259.19       |
| 10720        | Corodata Records Management Inc. | Document Storage Mgmt - 11/01/23 - 11/30/23 | 04/08/2024 | 74.02        |
| 10721        | Cortnie Higareda                 | Reimb - Mileage - 03/13/24                  | 04/08/2024 | 147.74       |
| 10722        | Dana Putnam                      | Reimb - Mileage - 03/07/24 - 03/26/24       | 04/08/2024 | 47.32        |
| 10723        | Daniel Bowe                      | Reimb - Mileage - 03/13/24                  | 04/08/2024 | 56.28        |
| 10724        | Daniel Levien                    | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 255.09       |
| 10725        | Danielle Bouillercce             | Reimb - Travel - 03/19/24                   | 04/08/2024 | 162.92       |
| 10726        | Deiana Jackson                   | Reimb - Mileage - 03/19/24                  | 04/08/2024 | 58.25        |
| 10727        | Diana Kruper                     | Reimb - Meals - 03/21/24                    | 04/08/2024 | 37.06        |
| 10728        | Diane Wilde                      | Reimb - Travel - 03/05/24 - 03/06/24        | 04/08/2024 | 159.15       |
| 10729        | Dianna Vitale                    | Reimb - Meals - 03/07/24 - 03/21/24         | 04/08/2024 | 90.33        |

**Southern California****Check Register****For the period ended April 30, 2024**

| Check Number | Vendor Name                                    | Transaction Description                       | Check Date | Check Amount |
|--------------|--|---|------------|--------------|
| 10730        | Doreen Stringer                                | Reimb - Mileage - 03/06/24                    | 04/08/2024 | 390.85       |
| 10731        | Doug Bertran                                   | Reimb - Meals - 03/21/24                      | 04/08/2024 | 170.71       |
| 10732        | Dustin Thompson Photography                    | Photography Graduation                        | 04/08/2024 | 500.00       |
| 10733        | El Paseo Childrens Center Inc.                 | SpEd Svcs - 01/24                             | 04/08/2024 | 264,361.93   |
| 10734        | Emilio Rendon-Vargas                           | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 63.55        |
| 10735        | Emily Helmich                                  | Reimb - Mileage - 03/19/24                    | 04/08/2024 | 31.21        |
| 10736        | Erica Osorio                                   | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 20.14        |
| 10737        | Erika Philbrick                                | Reimb - Meals - 03/01/24 - 03/07/24           | 04/08/2024 | 98.39        |
| 10738        | Erin Behrend                                   | Reimb - Meals - 03/07/24                      | 04/08/2024 | 57.52        |
| 10739        | Erin Chung                                     | Reimb - Mileage - 03/26/24                    | 04/08/2024 | 36.08        |
| 10740        | Erin MacNabb                                   | Reimb - Mileage - 03/05/24 - 03/06/24         | 04/08/2024 | 138.02       |
| 10741        | Erin Wittenberg                                | Reimb - Meals - 03/07/24                      | 04/08/2024 | 74.94        |
| 10742        | Eva Castaneda                                  | Reimb - Mileage - 03/15/24 - 03/18/24         | 04/08/2024 | 90.45        |
| 10743        | Evan Slead                                     | Reimb - Mileage - 03/19/24                    | 04/08/2024 | 35.69        |
| 10744        | Every Special Child LLC                        | SpEd Svcs - 02/24                             | 04/08/2024 | 5,265.00     |
| 10745        | Felipe Hull                                    | Reimb - Meals - 03/21/24                      | 04/08/2024 | 24.69        |
| 10746        | Gina Casey                                     | Reimb - Meals - 03/21/24 - 03/22/24           | 04/08/2024 | 42.16        |
| 10747        | Gina Glaze                                     | Reimb - Mileage - 03/07/24 - 03/19/24         | 04/08/2024 | 198.59       |
| 10748        | Grecia Gamiz                                   | Reimb - Mileage - 01/30/24 - 02/22/24         | 04/08/2024 | 185.31       |
| 10749        | Gregory Israel                                 | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 456.08       |
| 10750        | Heather Vizzini                                | Reimb - Meals - 03/19/24                      | 04/08/2024 | 36.75        |
| 10751        | Hiddleson Listening, Language, and Speech Cent | SpEd Svcs - 02/24                             | 04/08/2024 | 661.76       |
| 10752        | Hollie Ayers                                   | Reimb - Travel - 03/20/24 - 03/23/24          | 04/08/2024 | 378.43       |
| 10753        | Hope Rowley                                    | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 51.74        |
| 10754        | Hugo Jaimes                                    | Reimb - Mileage - 03/13/24 - 03/26/24         | 04/08/2024 | 176.78       |
| 10755        | Jason King                                     | Reimb - Mileage - 03/19/24 - 03/21/24         | 04/08/2024 | 115.10       |
| 10756        | Jennifer Baham                                 | Reimb - Mileage - 03/07/24                    | 04/08/2024 | 58.86        |
| 10757        | Jennifer Bartlett                              | Reimb - Meals - 03/19/24 - 03/21/24           | 04/08/2024 | 205.11       |
| 10758        | Jennifer Blake                                 | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 130.47       |
| 10759        | Jennifer Castro                                | Reimb - Mileage - 03/07/24 - 03/20/24         | 04/08/2024 | 72.16        |
| 10760        | Jennifer Conley                                | Reimb - Meals - 03/14/24 - 03/19/24           | 04/08/2024 | 210.19       |
| 10761        | Jennifer Stewart-Wilson                        | Reimb - Meals - 03/21/24                      | 04/08/2024 | 43.79        |
| 10762        | Jesse Hodge                                    | Reimb - Mileage - 03/07/24                    | 04/08/2024 | 114.47       |
| 10763        | Jesse Santiago                                 | Reimb - Mileage - 03/07/24 - 03/19/24         | 04/08/2024 | 191.52       |
| 10764        | Joel Bernstein                                 | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 44.59        |
| 10765        | Jonathan Lee                                   | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 147.40       |
| 10766        | Jonathan M. Sturtevant                         | Reimb - Mileage - 03/05/24 - 03/06/24         | 04/08/2024 | 393.53       |
| 10767        | Jorgelina Corral                               | Reimb - Mileage - 03/26/24                    | 04/08/2024 | 48.24        |
| 10768        | Jose Alameida                                  | Reimb - Mileage - 03/19/24                    | 04/08/2024 | 109.01       |
| 10769        | Joseph Bakhos                                  | Reimb - Meals - 03/07/24 - 03/19/24           | 04/08/2024 | 171.42       |
| 10770        | Joshua Skrmetti                                | Reimb - Office Supplies - 03/19/24 - 03/21/24 | 04/08/2024 | 420.80       |
| 10771        | Julia Davis                                    | Reimb - Mileage - 03/14/24                    | 04/08/2024 | 95.96        |
| 10772        | Juliana Bassegio                               | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 147.30       |
| 10773        | Julie Searfoss                                 | Reimb - Travel - 03/13/24                     | 04/08/2024 | 124.36       |
| 10774        | Karen Lombard                                  | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 94.37        |
| 10775        | Katherine Duckworth                            | Reimb - Mileage - 03/07/24                    | 04/08/2024 | 381.38       |
| 10776        | Kathryn Macias                                 | Reimb - Mileage - 03/19/24                    | 04/08/2024 | 88.34        |
| 10777        | Kathryn Sculatti                               | Reimb - Mileage - 03/06/24                    | 04/08/2024 | 111.22       |
| 10778        | Kelli Brinlee                                  | Reimb - Mileage - 03/13/24                    | 04/08/2024 | 58.29        |
| 10779        | Kelly Harper                                   | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 24.02        |
| 10780        | Kelsey Dickman                                 | Reimb - Mileage - 03/19/24                    | 04/08/2024 | 40.20        |
| 10781        | Kimberly Benumof                               | Reimb - Mileage - 03/01/24 - 03/07/24         | 04/08/2024 | 71.59        |
| 10782        | Kimberly Bridges                               | Reimb - Mileage - 03/07/24                    | 04/08/2024 | 87.64        |
| 10783        | Kristen Brown                                  | Reimb - Mileage - 03/07/24 - 03/19/24         | 04/08/2024 | 61.59        |
| 10784        | Kristin Luedtke                                | Reimb - Mileage - 03/21/24                    | 04/08/2024 | 135.78       |
| 10785        | Kristina Craig                                 | Reimb - Meals - 03/26/24                      | 04/08/2024 | 100.30       |
| 10786        | Kristina Meredith                              | Reimb - Mileage - 03/07/24                    | 04/08/2024 | 54.51        |
| 10787        | Landin Mello                                   | Reimb - Travel - 03/07/24 - 03/10/24          | 04/08/2024 | 632.14       |
| 10788        | Lauren Bradley                                 | Reimb - Meals - 03/19/24                      | 04/08/2024 | 68.24        |

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| Check Number | Vendor Name                      | Transaction Description               | Check Date | Check Amount |
|--------------|----------------------------------|---------------------------------------|------------|--------------|
| 10789        | Lauren Williams-Hackman          | Reimb - Mileage - 03/21/24            | 04/08/2024 | 23.05        |
| 10790        | Leona Luyks                      | Reimb - Mileage - 03/07/24            | 04/08/2024 | 23.49        |
| 10791        | Leslie C. Sharpe                 | Reimb - Mileage - 03/18/24 - 03/19/24 | 04/08/2024 | 592.33       |
| 10792        | Leticia Barcenas                 | Reimb - Travel - 03/20/24 - 03/21/24  | 04/08/2024 | 130.52       |
| 10793        | Logan Mackie                     | Reimb - Meals - 03/21/24              | 04/08/2024 | 65.56        |
| 10794        | Lori Ellsworth                   | Reimb - Mileage - 03/07/24 - 03/19/24 | 04/08/2024 | 123.28       |
| 10795        | Lucia O'Bannon                   | Reimb - Meals - 03/07/24              | 04/08/2024 | 35.41        |
| 10796        | Lyndsie Williams                 | Reimb - Meals - 03/21/24              | 04/08/2024 | 66.80        |
| 10797        | Marcus White                     | Reimb - Mileage - 03/13/24            | 04/08/2024 | 482.40       |
| 10798        | Marianne Masino                  | Reimb - Meals - 03/21/24              | 04/08/2024 | 81.69        |
| 10799        | Matthew C. Wilkes                | Reimb - Mileage - 03/26/24            | 04/08/2024 | 149.41       |
| 10800        | Meena Duguay                     | Reimb - Mileage - 03/07/24            | 04/08/2024 | 26.35        |
| 10801        | Megan Paschall                   | Reimb - Mileage - 03/07/24 - 03/21/24 | 04/08/2024 | 141.37       |
| 10802        | Melinda Medina O'Neill           | Reimb - Mileage - 03/21/24            | 04/08/2024 | 66.90        |
| 10803        | Melissa Eisenrod                 | Reimb - Meals - 03/21/24              | 04/08/2024 | 26.70        |
| 10804        | Melissa Kolbeck                  | Reimb - Mileage - 03/26/24            | 04/08/2024 | 66.18        |
| 10805        | Melissa Laurenson                | Reimb - Mileage - 03/07/24            | 04/08/2024 | 103.90       |
| 10806        | Melissa Price                    | Reimb - Mileage - 03/13/24            | 04/08/2024 | 50.92        |
| 10807        | Michael Felias                   | Reimb - Meals - 03/26/24              | 04/08/2024 | 34.74        |
| 10808        | Michael Gray                     | Reimb - Meals - 03/19/24              | 04/08/2024 | 79.52        |
| 10809        | Michelle Mann                    | Reimb - Mileage - 03/26/24            | 04/08/2024 | 165.57       |
| 10810        | Mikhail Afadonis                 | Reimb - Meals - 03/26/24              | 04/08/2024 | 109.67       |
| 10811        | Mindy Hall                       | Reimb - Mileage - 03/26/24            | 04/08/2024 | 302.17       |
| 10812        | Morrissa Berman                  | Reimb - Mileage - 03/26/24            | 04/08/2024 | 43.90        |
| 10813        | Mukul Dwivedi                    | Reimb - Mileage - 03/26/24            | 04/08/2024 | 113.80       |
| 10814        | Nancy Hoppe                      | Reimb - Travel - 03/14/24             | 04/08/2024 | 80.69        |
| 10815        | Neal Mixer                       | Reimb - Mileage - 03/21/24            | 04/08/2024 | 32.16        |
| 10816        | Neil McDevitt                    | Reimb - Mileage - 03/06/24 - 03/19/24 | 04/08/2024 | 261.30       |
| 10817        | Oxford Consulting Services Inc.  | SpEd Svcs - 01/24                     | 04/08/2024 | 146,039.85   |
| 10818        | Pamela Zakhar                    | Reimb - Meals - 03/21/24              | 04/08/2024 | 32.73        |
| 10819        | PC Connection Sales Corp         | Office Supplies                       | 04/08/2024 | 553.96       |
| 10820        | Priscilla Sepulveda              | Reimb - Meals - 03/07/24 - 03/21/24   | 04/08/2024 | 121.51       |
| 10821        | Quynh Nguyen-Le                  | Reimb - Meals - 03/19/24              | 04/08/2024 | 30.72        |
| 10822        | Rachel Lee                       | Reimb - Meals - 03/07/24              | 04/08/2024 | 27.76        |
| 10823        | Rebecca Novalis-Edwards          | Reimb - Meals - 03/21/24              | 04/08/2024 | 51.49        |
| 10824        | Rita Leung                       | Reimb - Mileage - 03/07/24            | 04/08/2024 | 54.17        |
| 10825        | Robert Sima                      | Reimb - Meals - 03/19/24              | 04/08/2024 | 19.91        |
| 10826        | Rosalba Chavez                   | Reimb - Meals - 03/07/24              | 04/08/2024 | 20.00        |
| 10827        | Samantha Behar                   | Reimb - Meals - 03/18/24 - 03/21/24   | 04/08/2024 | 250.30       |
| 10828        | Samantha Burkes                  | Reimb - Meals - 03/20/24 - 03/24/24   | 04/08/2024 | 74.58        |
| 10829        | Saul Villela                     | Reimb - Mileage - 03/07/24            | 04/08/2024 | 19.43        |
| 10830        | Sean Van Bussel                  | Reimb - Meals - 03/25/24 - 03/27/24   | 04/08/2024 | 141.82       |
| 10831        | Shannon Smith                    | Reimb - Meals - 03/07/24              | 04/08/2024 | 33.51        |
| 10832        | Shawn Dunkley                    | Reimb - Mileage - 03/26/24            | 04/08/2024 | 372.96       |
| 10833        | Shea Scheuer                     | Reimb - Meals - 03/05/24 - 03/20/24   | 04/08/2024 | 367.17       |
| 10834        | Sherri Rempe                     | Reimb - Mileage - 03/15/24            | 04/08/2024 | 29.48        |
| 10835        | Shideh Nejad                     | Reimb - Mileage - 03/26/24            | 04/08/2024 | 90.35        |
| 10836        | Silver Springs Drinking Water    | Office Supplies                       | 04/08/2024 | 60.00        |
| 10837        | Sonova USA Inc.                  | SpEd Svcs - 03/24 - 04/24             | 04/08/2024 | 2,855.69     |
| 10838        | Stacy Laredo                     | Reimb - Meals - 03/26/24              | 04/08/2024 | 127.77       |
| 10839        | Stacy Reynolds                   | Reimb - Mileage - 03/21/24            | 04/08/2024 | 65.31        |
| 10840        | Stanford Sierra Youth & Families | Professional Development              | 04/08/2024 | 440.00       |
| 10841        | Stephanie Butterfield            | Reimb - Mileage - 03/13/24            | 04/08/2024 | 10.05        |
| 10842        | Stephanie Robinson               | Reimb - Mileage - 03/21/24            | 04/08/2024 | 44.22        |
| 10843        | Steve Lopez                      | Reimb - Mileage - 03/21/24            | 04/08/2024 | 47.40        |
| 10844        | Steve Thorns                     | Reimb - Mileage - 03/06/24 - 03/20/24 | 04/08/2024 | 324.28       |
| 10845        | Sunny Chavez                     | Reimb - Mileage - 03/19/24            | 04/08/2024 | 34.07        |
| 10846        | Yu Kim                           | Reimb - Mileage - 03/19/24            | 04/08/2024 | 21.06        |
| 10847        | Suzanne Platt                    | Reimb - Mileage - 03/07/24 - 03/21/24 | 04/08/2024 | 103.89       |

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| Check Number | Vendor Name               | Transaction Description               | Check Date | Check Amount |
|--------------|---------------------------|---------------------------------------|------------|--------------|
| 10848        | Sydney Ortiz              | Reimb - Meals - 03/19/24              | 04/08/2024 | 74.99        |
| 10849        | Tamara Hurwitz            | Reimb - Travel - 03/19/24             | 04/08/2024 | 58.03        |
| 10850        | Tamara Olsen              | Reimb - Mileage - 03/18/24 - 03/19/24 | 04/08/2024 | 87.47        |
| 10851        | Tammy Nettles             | Reimb - Mileage - 03/07/24 - 03/19/24 | 04/08/2024 | 125.96       |
| 10852        | Taylor Kubel              | Reimb - Meals - 03/08/24 - 03/21/24   | 04/08/2024 | 459.95       |
| 10853        | Taylor Moreno             | Reimb - Travel - 03/13/24             | 04/08/2024 | 252.90       |
| 10854        | Taylor Whitmer            | Reimb - Meals - 03/19/24 - 03/21/24   | 04/08/2024 | 125.76       |
| 10855        | Theresa Vergel de Dios    | Reimb - Mileage - 03/26/24            | 04/08/2024 | 163.35       |
| 10856        | TTC4SUCCESS               | SpEd Svcs - 02/24                     | 04/08/2024 | 98,809.38    |
| 10857        | UPS                       | Shipping Svcs - 03/02/24 - 03/08/24   | 04/08/2024 | 138.38       |
| 10858        | US Bank Equipment Finance | Equipment Lease - 03/08/24 - 04/08/24 | 04/08/2024 | 1,572.17     |
| 10859        | Veronica Huerta           | Reimb - Mileage - 03/21/24            | 04/08/2024 | 30.62        |
| 10860        | Victor Serrato            | Reimb - Mileage - 03/19/24            | 04/08/2024 | 332.73       |
| 10861        | Vivian Nguyen             | Reimb - Mileage - 03/18/24 - 03/19/24 | 04/08/2024 | 153.43       |
| 10862        | Wally Wang                | Reimb - Mileage - 03/19/24            | 04/08/2024 | 99.86        |
| 10863        | Yvonne Hernandez          | Reimb - Mileage - 03/01/24 - 03/07/24 | 04/08/2024 | 134.09       |
| 10864        | Alicia Kyo                | Reimb - Mileage - 03/26/24            | 04/15/2024 | 56.77        |
| 10865        | Amy Chang                 | Reimb - Mileage - 04/04/24            | 04/15/2024 | 45.96        |
| 10866        | Anna Johnson              | Reimb - Meals - 03/28/24              | 04/15/2024 | 56.85        |
| 10867        | Anthony Ramos             | Reimb - Meals - 03/26/24              | 04/15/2024 | 19.52        |
| 10868        | Ashley Leu                | Reimb - Mileage - 03/26/24            | 04/15/2024 | 380.54       |
| 10869        | Brian Gilliland           | Reimb - Mileage - 03/07/24            | 04/15/2024 | 48.81        |
| 10870        | Brian Leal                | Reimb - Mileage - 03/21/24            | 04/15/2024 | 32.16        |
| 10871        | Brittney Kish             | Reimb - 03/26/24                      | 04/15/2024 | 91.12        |
| 10872        | Bryan Buckey              | Reimb - Mileage - 03/29/24 - 04/01/24 | 04/15/2024 | 397.31       |
| 10873        | Bryan Daseler             | Reimb - 03/20/24 - 03/23/24           | 04/15/2024 | 572.10       |
| 10874        | Cara Deckert              | Reimb - Meals - 03/26/24              | 04/15/2024 | 32.73        |
| 10875        | Caren Wittkop             | Reimb - Mileage - 03/19/24            | 04/15/2024 | 64.32        |
| 10876        | Catarina Guido            | Reimb - Mileage - 03/20/24 - 03/21/24 | 04/15/2024 | 121.34       |
| 10877        | Christine Branstetter     | Reimb - Mileage - 03/13/24 - 03/22/24 | 04/15/2024 | 185.59       |
| 10878        | Danica Salazar            | Reimb - Mileage - 03/07/24            | 04/15/2024 | 124.62       |
| 10879        | Daniel Bowe               | Reimb - Meals - 03/21/24              | 04/15/2024 | 13.51        |
| 10880        | Danielle Vela             | Reimb - Mileage - 03/21/24            | 04/15/2024 | 56.18        |
| 10881        | Diane Wilde               | Reimb - 03/26/24                      | 04/15/2024 | 108.44       |
| 10882        | Doreen Stringer           | Reimb - Travel - 03/20/24 - 03/23/24  | 04/15/2024 | 399.33       |
| 10883        | Doug Bertran              | Reimb - Mileage - 03/26/24            | 04/15/2024 | 66.33        |
| 10884        | Eden Rincon               | Reimb - Mileage - 03/26/24 - 03/27/24 | 04/15/2024 | 75.71        |
| 10885        | Erika Philbrick           | Reimb - Mileage - 03/26/24            | 04/15/2024 | 36.85        |
| 10886        | Grecia Gamiz              | Reimb - Mileage - 03/07/24            | 04/15/2024 | 49.48        |
| 10887        | Hai Le                    | Reimb - Travel - 12/06/23 - 03/07/24  | 04/15/2024 | 771.27       |
| 10888        | Jannel Wyant              | Reimb - Mileage - 03/26/24            | 04/15/2024 | 36.85        |
| 10889        | Jennifer Baham            | Reimb - Mileage - 03/26/24            | 04/15/2024 | 68.91        |
| 10890        | Jennifer Brunner          | Reimb - Mileage - 03/07/24            | 04/15/2024 | 37.65        |
| 10891        | Jennifer Castro           | Reimb - 03/26/24 - 03/27/24           | 04/15/2024 | 41.78        |
| 10892        | Jesse Hodge               | Reimb - Mileage - 03/26/24 - 03/27/24 | 04/15/2024 | 111.89       |
| 10893        | Jessica Baez-Ramirez      | Reimb - Mileage - 03/25/24 - 03/27/24 | 04/15/2024 | 146.56       |
| 10894        | Juliane Hutchison         | Reimb - Meals - 03/19/24              | 04/15/2024 | 36.75        |
| 10895        | Kathryn Sculatti          | Reimb - Mileage - 03/26/24            | 04/15/2024 | 57.30        |
| 10896        | Kelsey Dickman            | Reimb - Mileage - 03/20/24 - 03/26/24 | 04/15/2024 | 189.61       |
| 10897        | Kimberly Bridges          | Reimb - 03/26/24                      | 04/15/2024 | 39.77        |
| 10898        | Kristina Craig            | Reimb - Mileage - 03/29/24            | 04/15/2024 | 52.16        |
| 10899        | Kristina Meredith         | Reimb - Mileage - 03/19/24            | 04/15/2024 | 72.26        |
| 10900        | Kristle Halcomb           | Reimb - Mileage - 03/26/24            | 04/15/2024 | 79.73        |
| 10901        | Kylie Hoover              | Reimb - Mileage - 03/25/24            | 04/15/2024 | 59.53        |
| 10902        | Lailah Yoon               | Reimb - LiveScan - 03/13/24           | 04/15/2024 | 30.00        |
| 10903        | Laura Shryock             | Reimb - Travel - 02/20/24 - 03/13/24  | 04/15/2024 | 499.27       |
| 10904        | Lina Arango               | Reimb - Meals - 03/21/24              | 04/15/2024 | 214.97       |
| 10905        | Lisa Shafer               | Reimb - Mileage - 03/21/24            | 04/15/2024 | 112.33       |
| 10906        | Marissa Mesa              | Reimb - Mileage - 03/26/24            | 04/15/2024 | 27.37        |



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| Check Number | Vendor Name                                    | Transaction Description                    | Check Date | Check Amount |
|--------------|--|--|------------|--------------|
| 10907        | Megan Newmark                                  | Reimb - Meals - 03/19/24                   | 04/15/2024 | 93.31        |
| 10908        | Michele Rushing                                | Reimb - Meals - 03/22/24                   | 04/15/2024 | 21.45        |
| 10909        | Mildred Toscano                                | Reimb - Mileage - 03/19/24                 | 04/15/2024 | 26.03        |
| 10910        | Olivia Kessler                                 | Reimb - Mileage - 03/07/24                 | 04/15/2024 | 81.74        |
| 10911        | Paige Wall                                     | Reimb - Travel - 03/07/24 - 03/26/24       | 04/15/2024 | 414.46       |
| 10912        | Patty Joy                                      | Reimb - Mileage - 03/07/24                 | 04/15/2024 | 30.42        |
| 10913        | Rachel Idiart                                  | Reimb - Mileage - 03/26/24                 | 04/15/2024 | 22.78        |
| 10914        | Rebecca Hardey                                 | Reimb - Meals - 03/21/24                   | 04/15/2024 | 51.37        |
| 10915        | Samantha Behar                                 | Reimb - Meals - 03/25/24                   | 04/15/2024 | 28.59        |
| 10916        | Samantha Canto                                 | Reimb - Mileage - 03/06/24 - 03/26/24      | 04/15/2024 | 288.77       |
| 10917        | Sara Bauchman                                  | Reimb - Mileage - 03/19/24                 | 04/15/2024 | 67.27        |
| 10918        | Saul Villela                                   | Reimb - Meals - 03/21/24 - 03/24/24        | 04/15/2024 | 395.92       |
| 10919        | Shea Scheuer                                   | Reimb - 03/27/24 - 03/28/24                | 04/15/2024 | 459.13       |
| 10920        | Stephanie Butterfield                          | Reimb - Travel - 03/21/24 - 03/23/24       | 04/15/2024 | 191.91       |
| 10921        | Steve Thorns                                   | Reimb - Mileage - 03/27/24 - 03/28/24      | 04/15/2024 | 185.87       |
| 10922        | Susan Bunnell Christensen                      | Reimb - Mileage - 03/06/24 - 03/26/24      | 04/15/2024 | 267.17       |
| 10923        | Than Short                                     | Reimb - Meals - 03/18/24 - 03/21/24        | 04/15/2024 | 188.02       |
| 10924        | Theresa Vergel de Dios                         | Reimb - Travel - 03/17/24 - 03/21/24       | 04/15/2024 | 92.45        |
| 10925        | Tracy Le                                       | Reimb - Mileage - 03/18/24 - 03/21/24      | 04/15/2024 | 76.38        |
| 10926        | Tracy Pinckney                                 | Reimb - Mileage - 03/20/24 - 03/22/24      | 04/15/2024 | 76.38        |
| 10927        | Victor Serrato                                 | Reimb - Travel - 03/25/24 - 03/26/24       | 04/15/2024 | 203.41       |
| 10928        | Victoria Kim                                   | Reimb - Mileage - 03/07/24                 | 04/15/2024 | 140.40       |
| 10929        | Zachary Bennett                                | Reimb - Mileage - 03/26/24                 | 04/15/2024 | 44.12        |
| 10930        | Brandastic, Inc.                               | Marketing Svcs - 04/24                     | 04/15/2024 | 2,100.00     |
| 10931        | Capistrano Unified School District             | Oversight Fees - 04/24                     | 04/15/2024 | 170,632.00   |
| 10932        | CE Mechanical Inc                              | Repairs and Maintenance                    | 04/15/2024 | 797.64       |
| 10933        | Class Technologies Inc                         | License - 07/01/24 - 03/30/27              | 04/15/2024 | 142,089.93   |
| 10934        | Concur Technologies Inc                        | Software                                   | 04/15/2024 | 7,378.38     |
| 10935        | Crown Facility Solutions Inc                   | Janitorial Svcs - 04/24                    | 04/15/2024 | 1,296.00     |
| 10936        | Heritage Schools Inc                           | SpEd Svcs - 03/24                          | 04/15/2024 | 17,497.00    |
| 10937        | IXL Learning Inc                               | License (33300)                            | 04/15/2024 | 27,060.00    |
| 10938        | Kashaokiwiki Wahpepah                          | Reimb - Mileage - 03/07/24 - 03/26/24      | 04/15/2024 | 118.96       |
| 10939        | Law Offices of Michelle Won                    | Legal - 03/24                              | 04/15/2024 | 440.00       |
| 10940        | Law Offices of Young, Minney & Corr LLP        | Legal - 03/24 - SpEd                       | 04/15/2024 | 10,875.00    |
| 10941        | Milestones Therapy Group, A Prof. SLP Corporat | SpEd Svcs - 12/23                          | 04/15/2024 | 1,481.99     |
| 10942        | PHMG   | Audio Branding Svcs - 03/14/24 - 06/13/24  | 04/15/2024 | 1,860.00     |
| 10943        | Software MSP LLC                               | Chrombook Deployment Project - Milestone 1 | 04/15/2024 | 84,116.00    |
| 10944        | UPS  | Shipping Svcs - 03/24                      | 04/15/2024 | 28.88        |
| 10945        | Zoom Video Communications Inc                  | Communication Svcs - 03/24                 | 04/15/2024 | 59.78        |
| 10946        | Pearson Virtual Schools USA                    | Internet Subsidy Payment Processing        | 04/16/2024 | 2,709,794.05 |
| 10947        | Andrew Rietveld                                | Reimb - Mileage - 03/21/24                 | 04/16/2024 | 157.55       |
| 10948        | Brandastic, Inc.                               | Marketing Svcs - 04/24                     | 04/16/2024 | 18,900.00    |
| 10949        | Scenario Learning LLC                          | Professional Development                   | 04/16/2024 | 6,926.40     |
| 10950        | Yu Kim   |  | 04/17/2024 | 69.58        |
| 10951        | Samantha Burkes                                | Reimb - Meals - 03/20/24 - 03/24/24        | 04/19/2024 | 74.58        |
| 10952        | Aalaneja Stelly                                | Reimb - Meals - 03/26/24                   | 04/19/2024 | 44.79        |
| 10953        | Amy Phillips                                   | Reimb - Mileage - 03/06/24 - 03/23/24      | 04/19/2024 | 360.46       |
| 10954        | Bernadette Jamero                              | Reimb - Travel - 03/14/24 - 03/21/24       | 04/19/2024 | 266.84       |
| 10955        | Branche Jones                                  | Consultant Svcs - 03/24                    | 04/19/2024 | 4,000.00     |
| 10956        | Carrie Page                                    | Reimb - Meals - 03/07/24 - 03/21/24        | 04/19/2024 | 613.25       |
| 10957        | CE Mechanical Inc                              | Repairs and Maintenance                    | 04/19/2024 | 396.55       |
| 10958        | Community Therapy Services                     | SpEd Svcs - 01/24                          | 04/19/2024 | 16,665.00    |
| 10959        | Corodata Records Management Inc.               | Record Storage - 03/01/24 - 03/31/24       | 04/19/2024 | 165.54       |
| 10960        | Corodata Shredding Inc                         | Shredding Svcs - 03/04/24                  | 04/19/2024 | 39.00        |
| 10961        | Department of Justice                          | Fingerprinting Svcs - 03/24                | 04/19/2024 | 243.00       |
| 10962        | Erin Behrend                                   | Reimb - Meals - 03/21/24                   | 04/19/2024 | 33.40        |
| 10963        | Erin Wittenberg                                | Reimb - Mileage - 03/26/24                 | 04/19/2024 | 83.65        |
| 10964        | Facing History and Ourselves Inc               | Professional Development                   | 04/19/2024 | 8,750.00     |
| 10965        | FeldCare Connects                              | SpEd Svcs - 03/24                          | 04/19/2024 | 940.00       |



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| Check Number | Vendor Name  | Transaction Description                                | Check Date | Check Amount |
|--------------|--|--|------------|--------------|
| 10966        | Headstand  | Consulting Svcs - 04/24 Retainer                       | 04/19/2024 | 18,000.40    |
| 10967        | Hilary Bessette  | Reimb - Travel - 03/17/24 - 03/25/24                   | 04/19/2024 | 102.94       |
| 10968        | Jennifer Bartlett  | Reimb - Meals - 04/01/24 - 04/02/24                    | 04/19/2024 | 196.12       |
| 10969        | Jennifer Brunner   | Reimb - Meals - 03/22/24                               | 04/19/2024 | 317.66       |
| 10970        | Jennifer Yip   | Reimb - Mileage - 03/26/24 - 03/27/24                  | 04/19/2024 | 24.12        |
| 10971        | Jordyn Ross  | Reimb - Meals - 03/25/24 - 03/27/24                    | 04/19/2024 | 64.36        |
| 10972        | Kimberly Benumof   | Reimb - Mileage - 03/20/24 - 03/21/24                  | 04/19/2024 | 81.38        |
| 10973        | Lailah Yoon  | Reimb - LiveScan - 03/13/24                            | 04/19/2024 | 32.00        |
| 10974        | Law Offices of Young, Minney & Corr LLP                  | Legal Svcs - 03/24 - SpEd                              | 04/19/2024 | 8,072.50     |
| 10975        | Nasco  | School Supplies (6000)                                 | 04/19/2024 | 248,017.50   |
| 10976        | Netrix   | Professional Svcs - 1 Year                             | 04/19/2024 | 3,080.00     |
| 10977        | PC Connection Sales Corp                                 | IT Svcs  | 04/19/2024 | 3,678.71     |
| 10978        | Philadelphia Insurance Companies                         | Insurance Svcs - 04/24                                 | 04/19/2024 | 16,398.77    |
| 10979        | Pitney Bowes Global Financial Services LLC               | Office Supplies  | 04/19/2024 | 762.81       |
| 10980        | Ricardo Romero   | Reimb - Mileage - 03/06/24 - 03/21/24                  | 04/19/2024 | 296.81       |
| 10981        | Richard Savage   | Reimb - Mileage - 03/05/24 - 03/22/24                  | 04/19/2024 | 554.76       |
| 10982        | Santa Margarita Water District                           | Utility Svcs - 03/01/24 - 04/02/24                     | 04/19/2024 | 249.23       |
| 10983        | Sherri Rempe   | Reimb - Meals - 03/18/24 - 04/05/24                    | 04/19/2024 | 62.88        |
| 10984        | Specialized Therapy Services Inc                         | SpEd Svcs - 02/24                                      | 04/19/2024 | 508.75       |
| 10985        | Steve Thorns   | Reimb - Mileage - 04/02/24                             | 04/19/2024 | 66.33        |
| 10986        | UPS  | Shipping Svcs - 03/24 - 04/24                          | 04/19/2024 | 55.24        |
| 10987        | Yvonne Hernandez   | Reimb - Mileage - 03/25/24 - 03/27/24                  | 04/19/2024 | 100.50       |
| 10988        | The Hartford   | Workers Compensation - 05/24                           | 04/24/2024 | 44,454.20    |
| 10989        | Christine Quesada  | Reimb - Mileage - 03/26/24                             | 04/24/2024 | 139.72       |
| 10990        | Kathryn Sculatti   | Reimb - Mileage - 03/06/24                             | 04/26/2024 | 111.22       |
| 10991        | Adapted Childs Play LLC                                  | SpEd Svcs - 03/24                                      | 04/26/2024 | 502.76       |
| 10992        | AT&T   | Communication Svcs - 03/07/24 - 04/06/24               | 04/26/2024 | 530.70       |
| 10993        | Britnie Anderson   | Reimb - Travel - 04/01/24 - 04/03/24                   | 04/26/2024 | 775.82       |
| 10994        | Carmen Kwan  | Reimb - Mileage - 03/25/24 - 03/27/24                  | 04/26/2024 | 154.77       |
| 10995        | Cortnie Higareda   | Reimb - Meals - 03/27/24 - 03/29/24                    | 04/26/2024 | 194.64       |
| 10996        | Danielle Nazaroff  | Reimb - Meals - 03/26/24                               | 04/26/2024 | 34.15        |
| 10997        | Erica Osorio   | Reimb - Travel - 04/02/24                              | 04/26/2024 | 80.99        |
| 10998        | Every Special Child LLC                                  | SpEd Svcs - 03/24                                      | 04/26/2024 | 16,695.00    |
| 10999        | Faith Thomas   | Reimb - Meals - 03/24/24 - 03/27/24                    | 04/26/2024 | 138.62       |
| 11000        | Gina Glaze   | Reimb - Mileage - 04/04/24 - 04/5/24                   | 04/26/2024 | 179.26       |
| 11001        | Jamia Seifert  | Reimb - School Supplies - 03/26/24 - 04/05/24          | 04/26/2024 | 70.78        |
| 11002        | Jesse Santiago   | Reimb - Mileage - 02/28/24 - 04/04/24                  | 04/26/2024 | 132.47       |
| 11003        | Kylie Hoover   | Reimb - Mileage - 04/05/24                             | 04/26/2024 | 157.94       |
| 11004        | Laura Shryock  | Reimb - Mileage - 03/26/24                             | 04/26/2024 | 95.70        |
| 11005        | Lauren Weed  | Reimb - Mileage - 03/20/24 - 03/22/24                  | 04/26/2024 | 167.50       |
| 11006        | LRP Publications   | SpEd Svcs - 09/24 - 08/25                              | 04/26/2024 | 5,842.00     |
| 11007        | Luz Rodrigues  | Reimb - Grad Nite Refund - 02/02/24                    | 04/26/2024 | 109.00       |
| 11008        | Michael Felias   | Reimb - Meals - 04/02/24                               | 04/26/2024 | 60.00        |
| 11009        | Mildred Toscano  | Reimb - Mileage - 04/01/24 - 04/02/24                  | 04/26/2024 | 412.74       |
| 11010        | Milestones Therapy Group, A Prof. SLP Corporat           | SpEd Svcs - 01/01/24 - 01/31/24                        | 04/26/2024 | 129,602.06   |
| 11011        | Newfront Insurance Services LLC - NFT Checking Insurance | - 10/18/23 - 10/18/24                                  | 04/26/2024 | 1,500.00     |
| 11012        | Oxford Consulting Services Inc.                          | SpEd Svcs - 02/24                                      | 04/26/2024 | 113,232.14   |
| 11013        | PC Connection Sales Corp                                 | IT Svcs  | 04/26/2024 | 24.50        |
| 11014        | Pearson Virtual Schools USA                              | PVS Invoice - Accounting and Regulatory Reporting - 06 | 04/26/2024 | 123,824.00   |
| 11015        | Rachael Hastings   | Reimb - Meals - 03/19/24 - 03/24/24                    | 04/26/2024 | 397.32       |
| 11016        | Shideh Nejad   | Reimb - Mileage - 04/05/24                             | 04/26/2024 | 14.07        |
| 11017        | Sonova USA Inc.  | School Supplies SpEd                                   | 04/26/2024 | 1,741.14     |
| 11018        | Stanford Sierra Youth & Families                         | SpEd Svcs - 02/24                                      | 04/26/2024 | 48,510.00    |
| 11019        | Sunni N James Holifield                                  | Reimb - Mileage - 03/29/24                             | 04/26/2024 | 80.40        |
| 11020        | Susan Axson  | Reimb - Mileage - 03/26/24                             | 04/26/2024 | 81.74        |
| 11021        | UPS  | Shipping Svcs - 04/24                                  | 04/26/2024 | 87.32        |
| 11022        | US Bank Equipment Finance                                | Equipment Lease - 04/08/24 - 05/08/24                  | 04/26/2024 | 1,050.53     |
| 11023        | Zana Kidd  | Reimb - Mileage - 03/18/24 - 03/20/24                  | 04/26/2024 | 18.09        |
| 11024        | Zoom Video Communications Inc                            | Communication Svcs - 04/17/24                          | 04/26/2024 | 2,133.00     |

**Southern California****Check Register****For the period ended April 30, 2024**

| Check Number               | Vendor Name                        | Transaction Description             | Check Date | Check Amount        |
|----------------------------|------------------------------------|-------------------------------------|------------|---------------------|
| ACH                        | InterPres Corporation              | Rent - 05/24                        | 04/25/2024 | 30,499.23           |
| ACH                        | Chase Bank                         | Amazon Business                     | 04/09/2024 | 4,655.48            |
| ACH                        | Chase Bank                         | JP Morgan Chase                     | 04/24/2024 | 231,951.49          |
| ACH                        | Fedwire Tax Services               | PR 043024 Taxes 9001 Acct           | 04/29/2024 | 248,419.37          |
| ACH                        | CALCA SOCAL                        | CALCA SOCAL                         | 4/26/2024  | 405,505.00          |
| ACH                        | CALCA SOCAL                        | CALCA SOCAL                         | 4/26/2024  | 408,062.50          |
| ACH                        | HSWCSPCUSTODIAN                    | HSWCSPCUSTODIAN                     | 4/30/2024  | 2,167.36            |
| ACH                        | ACCOUNT ANALYSIS SETTLEMENT CHARGE | ACCOUNT ANALYSIS SETTLEMENT CHARGE  | 4/30/2024  | 145.19              |
| ACH                        | FEDWIRE DEBIT VIA: BK AMER         | FEDWIRE DEBIT VIA: BK AMER          | 4/30/2024  | 271,472.87          |
| ACH                        | CERIDIAN HCM-NS                    | CERIDIAN HCM-NS                     | 4/30/2024  | 542.32              |
| ACH                        | CERIDIAN HCM-NS                    | CERIDIAN HCM-NS                     | 4/30/2024  | 50.00               |
| ACH                        | SYNCHRONY BANK                     | SYNCHRONY BANK                      | 4/30/2024  | 99.95               |
| VOID                       | Yu Kim                             |                                     | 04/16/2024 | VOID                |
| VOID                       | Andrew Rietveld                    | Reimb - Mileage - 03/21/24          | 04/16/2024 | VOID                |
| VOID                       | Kathryn Sculatti                   | Reimb - Mileage - 03/06/24          | 04/26/2024 | VOID                |
| VOID                       | Samantha Burkes                    | Reimb - Meals - 03/20/24 - 03/24/24 | 04/19/2024 | VOID                |
| <b>Total Disbursements</b> |                                    |                                     | <b>\$</b>  | <b>9,176,303.30</b> |

**Central Valley****Check Register****For the period ended April 30, 2024**

| Check Number               | Vendor Name                     | Transaction Description     | Check Date | Check Amount           |
|----------------------------|---------------------------------|-----------------------------|------------|------------------------|
| 40057                      | Pearson Virtual Schools USA     |                             | 04/03/2024 | \$ 388,793.68          |
| 40058                      | Pearson Virtual Schools USA     |                             | 04/03/2024 | 388,793.68             |
| 40059                      | El Paseo Childrens Center Inc.  | SpEd Svcs - 01/24           | 04/08/2024 | 50,846.37              |
| 40060                      | Oxford Consulting Services Inc. | SpEd Svcs - 01/24           | 04/08/2024 | 3,847.31               |
| 40061                      | Pearson Virtual Schools USA     | Educational Resource Center | 04/16/2024 | 346,835.02             |
| 40062                      | Community Therapy Services      | SpEd Svcs - 01/24           | 04/19/2024 | 4,890.00               |
| 40063                      | Oxford Consulting Services Inc. | SpEd Svcs - 02/24           | 04/26/2024 | 2,463.51               |
| <b>Total Disbursements</b> |                                 |                             |            | <b>\$ 1,186,469.57</b> |

**Northern California****Check Register****For the period ended April 30, 2024**

| Check Number               | Vendor Name                               | Transaction Description                  | Check Date | Check Amount           |
|----------------------------|---|--|------------|------------------------|
| 60142                      | AT&T                                      |  | 04/03/2024 | \$ 1,074.31            |
| 60143                      | Charter Communications                    |  | 04/03/2024 | 160.95                 |
| 60144                      | Law Offices of Young, Minney & Corr LLP   |  | 04/03/2024 | 785.00                 |
| 60145                      | Pearson Virtual Schools USA               |  | 04/03/2024 | 758,950.11             |
| 60146                      | ADT                                       | Security Svcs - 03/26/24 - 04/25/24      | 04/08/2024 | 102.13                 |
| 60147                      | Alhambra                                  | Office Supplies                          | 04/08/2024 | 73.94                  |
| 60148                      | City Signs                                | Signs                                    | 04/08/2024 | 7,096.66               |
| 60149                      | El Paseo Childrens Center Inc.            | SpEd Svcs - 01/24                        | 04/08/2024 | 100,502.93             |
| 60150                      | GreenWorks Commerical Janitorial Services | Janitorial Svcs - 04/08/24 - 04/12/24    | 04/08/2024 | 942.50                 |
| 60151                      | Hilton Garden Inn Livermore               | Facility Rental - 03/21/24               | 04/08/2024 | 3,382.70               |
| 60152                      | Oxford Consulting Services Inc.           | SpEd Svcs - 01/24                        | 04/08/2024 | 8,702.03               |
| 60153                      | Pitney Bowes Bank Inc Purchase Power      | Postage - 03/13/24 - 03/17/24            | 04/08/2024 | 1,487.11               |
| 60154                      | The Phillips Academy                      | SpEd Svcs - 02/24                        | 04/08/2024 | 9,289.75               |
| 60155                      | UPS                                       | Postage - 03/09/24 - 03/16/24            | 04/08/2024 | 24.78                  |
| 60156                      | Law Offices of Young, Minney & Corr LLP   | Legal Svcs - 03/24 - SpEd                | 04/15/2024 | 860.00                 |
| 60157                      | PG&E                                      | Utility Svcs - 02/27/24 - 03/27/24       | 04/15/2024 | 52.36                  |
| 60158                      | Teamwork Speech Therapy Inc               | SpEd Svcs - 03/24                        | 04/15/2024 | 150.00                 |
| 60159                      | The Balloon Man                           | Balloons                                 | 04/15/2024 | 1,096.99               |
| 60160                      | UPS                                       | Shipping Svcs - 03/24                    | 04/15/2024 | 1.30                   |
| 60161                      | Pearson Virtual Schools USA               | Tax                                      | 04/15/2024 | 705,192.88             |
| 60162                      | Alhambra                                  | Office Supplies                          | 04/19/2024 | 73.94                  |
| 60163                      | Charter Communications                    | Communication Svcs - 04/01/24 - 04/30/24 | 04/19/2024 | 199.97                 |
| 60164                      | Community Therapy Services                | SpEd Svcs - 02/24                        | 04/19/2024 | 2,670.00               |
| 60165                      | Corodata Shredding Inc                    | Shredding svcs - 07/11/24                | 04/19/2024 | 78.00                  |
| 60166                      | Pearson Virtual Schools USA               | SpEd Svcs                                | 04/19/2024 | 9,495.00               |
| 60167                      | Shalea Gates-Dixon                        | Reimb - 02/15/24 - SpEd                  | 04/19/2024 | 531.78                 |
| 60168                      | The Phillips Academy                      | SpEd Svcs - 03/24                        | 04/19/2024 | 7,505.82               |
| 60169                      | UPS                                       | Shipping Svcs - 02/24                    | 04/19/2024 | 12.41                  |
| 60170                      | Vikram Singireddy                         | Reimb - School Supplies - 02/10/24       | 04/19/2024 | 13.73                  |
| 60171                      | ADT                                       | Security Svcs - 04/26/24 - 05/29/24      | 04/26/2024 | 103.71                 |
| 60172                      | AT&T                                      | Communication Svcs - 04/07/24 - 05/06/24 | 04/26/2024 | 1,074.31               |
| 60173                      | Language Line Services                    | SpEd Svcs                                | 04/26/2024 | 5.64                   |
| 60174                      | ODP Business Solutions                    | Janitorial Supplies                      | 04/26/2024 | 69.00                  |
| 60175                      | Oxford Consulting Services Inc.           | SpEd Svcs - 02/24                        | 04/26/2024 | 7,818.44               |
| 60176                      | Pitney Bowes Bank Inc Purchase Power      | Postage - 04/24                          | 04/26/2024 | 1,567.23               |
| 60177                      | UPS                                       | Shipping Svcs - 03/24                    | 04/26/2024 | 1.98                   |
| ACH                        | MODESTOLRRIGATIO                          | MODESTOLRRIGATIO                         | 4/30/2024  | 221.16                 |
| ACH                        | BREKKE-BAC0582                            | BREKKE-BAC0582                           | 4/30/2024  | 1,245.92               |
| ACH                        | Yardi Service                             | Yardi Service                            | 4/30/2024  | 0.95                   |
| ACH                        | BREKKE-BAC0582                            | BREKKE-BAC0582                           | 4/30/2024  | 7,982.00               |
| ACH                        | Yardi Service                             | Yardi Service                            | 4/30/2024  | 0.95                   |
| <b>Total Disbursements</b> |   |  |            | <b>\$ 1,640,600.37</b> |

**North Bay****Check Register****For the period ended April 30, 2024**

| Check Number               | Vendor Name                       | Transaction Description     | Check Date | Check Amount         |
|----------------------------|-----------------------------------|-----------------------------|------------|----------------------|
| 30032                      | Pearson Virtual Schools USA       |                             | 04/03/2024 | \$ 90,727.56         |
| 30033                      | El Paseo Childrens Center Inc.    | SpEd Svcs - 01/24           | 04/08/2024 | 5,646.52             |
| 30034                      | Oxford Consulting Services Inc.   | SpEd Svcs - 01/24           | 04/08/2024 | 2,072.21             |
| 30035                      | Law Offices of Young, Minney & Co | Legal Svcs - 03/24 - SpEd   | 04/15/2024 | 552.50               |
| 30036                      | Pearson Virtual Schools USA       | Educational Resource Center | 04/15/2024 | 73,093.11            |
| 30037                      | Community Therapy Services        | SpEd Svcs - 02/24           | 04/19/2024 | 1,005.00             |
| 30038                      | Oxford Consulting Services Inc.   | SpEd Svcs - 02/24           | 04/26/2024 | 1,240.06             |
| <b>Total Disbursements</b> |                                   |                             |            | <b>\$ 174,336.96</b> |

**Monterey Bay****Check Register****For the period ended April 30, 2024**

| Check Number | Vendor Name                               | Transaction Description | Check Date                 | Check Amount         |
|--------------|---|-------------------------|----------------------------|----------------------|
| 20041        | Pearson Virtual Schools USA               |                         | 04/03/2024                 | \$ 235,856.44        |
| 20042        | Community Therapy Services                | SpEd Svcs - 09/23       | 04/08/2024                 | 2,455.00             |
| 20043        | El Paseo Childrens Center Inc.            | SpEd Svcs - 01/24       | 04/08/2024                 | 29,063.10            |
| 20044        | Pearson Virtual Schools USA               | Curriculum Postage      | 04/15/2024                 | 226,009.78           |
| 20045        | Community Therapy Services                | SpEd Svcs - 02/24       | 04/19/2024                 | 4,160.00             |
| 20046        | Effectual Educational Consulting Services | SpEd Svcs - 02/24       | 04/26/2024                 | 5,900.00             |
| 20047        | Oxford Consulting Services Inc.           | SpEd Svcs - 02/24       | 04/26/2024                 | 4,235.06             |
|              |   |                         | <b>Total Disbursements</b> | <b>\$ 507,679.38</b> |

**Central Coast****Check Register****For the period ended April 30, 2024**

| Check Number               | Vendor Name                               | Transaction Description          | Check Date | Check Amount         |
|----------------------------|---|----------------------------------|------------|----------------------|
| 70028                      | Pearson Virtual Schools USA               |                                  | 04/03/2024 | \$ 67,335.52         |
| 70029                      | Community Therapy Services                | SpEd Svcs - 11/23                | 04/08/2024 | 2,475.00             |
| 70030                      | El Paseo Childrens Center Inc.            | SpEd Svcs - 01/24                | 04/08/2024 | 1,855.00             |
| 70031                      | Oxford Consulting Services Inc.           | SpEd Svcs - 01/24                | 04/08/2024 | 636.24               |
| 70032                      | Pearson Virtual Schools USA               | Direct Course Intruction Support | 04/15/2024 | 56,479.20            |
| 70033                      | Community Therapy Services                | SpEd Svcs - 02/24                | 04/19/2024 | 330.00               |
| 70034                      | Effectual Educational Consulting Services | SpEd Svcs - 02/24                | 04/26/2024 | 300.00               |
| 70035                      | Oxford Consulting Services Inc.           | SpEd Svcs - 02/24                | 04/26/2024 | 891.31               |
| ACH                        | Cox Communications                        | Cox Communications               | 4/30/2024  | 2,583.24             |
| <b>Total Disbursements</b> |   |                                  |            | <b>\$ 132,885.51</b> |

# Coversheet

## Approval of Independent Study Policy (attached)

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | IV. Consent Items                                  |
| <b>Item:</b>             | F. Approval of Independent Study Policy (attached) |
| <b>Purpose:</b>          | Vote   |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | DRAFT 24_25 CalOPS Independent Study Policy.pdf    |





## Independent Study Policy

### California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:

California Online Public Schools Central Coast  
California Online Public Schools Central Valley  
California Online Public Schools Monterey Bay  
California Online Public Schools North Bay  
California Online Public Schools Northern California  
California Online Public Schools Southern California

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### The Independent Study Program

The Board of Directors ("Board") of California Online Public Schools has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Board oversees the educational program for California Online Public Schools, made up of multiple charter schools using a similar educational program and Educational Management System (hereinafter, "School"). The School's "Independent Study Program" is an optional alternative instructional strategy by which students in grades TK- 12 may reach curriculum objectives and fulfill promotion requirements.

Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence. For students who make a request to the School (including through a parent/guardian/caregiver request) to return to in-person instruction, the School will provide information which will assist the students to enroll in the in-person program offered by their district of residence and will allow the student to withdraw expeditiously within five (5) schooldays. (Education Code § 51747(f).)

Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent study is a continuously voluntary, educational alternative in which no student may be required to participate. (Education Code § 51747(g)(8).)

School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. This will enable students enrolled in independent study to complete their School's adopted course of study within the customary time frame.

The School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high school students, this shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code § 51747(c).)

The School Administration shall ensure that a written Independent Study Master Agreement ("Master Agreement"), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code § 51747(g)(5).)

The Independent Study Program entails a commitment by the parent/guardian/caregiver, and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved. The “Parent/Guardian/Caregiver Acknowledgement”, provided as part of the enrollment process, further lays out the School’s expectations for parents/guardians/caregivers and students.

Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code § 51747.5(a).)

The School shall not provide independent study students and parents/guardians/caregivers with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his/her/their parent/guardian/caregiver. (Education Code § 51747.3(a).)

The Superintendent or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law. (Education Code § 51744 et seq.; 5 C.C.R. § 11700 et seq.)

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows:

- For pupils in grades TK-3, the School shall plan to provide opportunities for daily synchronous instruction.
- For pupils in grades 4-8, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction.
- For pupils in grades 9-12, the School shall plan to provide opportunities for at least weekly synchronous instruction. (Education Code § 51747(e).)

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication, such as a virtual meeting room or live group chat.

For the purposes of this policy, “synchronous instruction” means designated group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher or teachers of record pursuant to Education Code § 51747.5 and the pupil, such as a virtual meeting room or live chat.

School will document each pupil’s participation in live interaction and synchronous instruction, pursuant to Section 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction on a school day shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement pursuant to EC § 51747. (Education Code § 51747.5(c).) For purposes of this policy, “non-participatory” solely refers to whether a student attended live interaction and synchronous instruction offerings. A student who is non-participatory on a school day can still generate attendance on that school day for purposes of apportionment.

## Evaluation of Effectiveness of Independent Study for Students

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.



To foster each student's success in independent study, the Board establishes the following parameters and the maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work. These shall be as follows:

**For Grades TK-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code § 51747(a).)**

Because the School is a virtual school using the independent study model, it is crucial that teachers know that a student is completing adequate work under their Master Agreement to make satisfactory educational progress. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the independent study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747(b)) for the School's program:

- Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement), OR:
- Active participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (per Education Code § 51747(b)) for the Independent Study Program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- Completion of less than 70% of the assigned work within a 4 week learning period
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

**Per Education Code § 51747(b), the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program:**

- Missing two (2) consecutive contact appointments between the student and teacher
- Completion of less than 70% of the assigned work within a 4 week learning period; or
- Failure to submit the required and assigned work samples, assessments for one (1) school month (learning period)



**Satisfactory Educational Progress:** In addition, a determination that a student has failed to make satisfactory progress will also trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level (or, for high school students, to earn sufficient credits towards graduation) at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). State law dictates what indicators are used to determine satisfactory educational progress. Therefore, satisfactory educational progress shall be based on all of the following indicators, as applicable:

- The student's achievement and engagement in the Independent Study Program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
- The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)

**Tiered Reengagement:** For all pupils who (1) are in violation of their Master Agreement, or (2) do not generate attendance for more than ten percent (10%) of the required school days in a given attendance month (as defined in the attendance calendar), or (3) do not participate in the school's offerings of synchronous instruction for more than fifty percent (50%) of the scheduled times in a school month, as applicable by grade span, the School shall have procedures, including the following reengagement strategies:

- Verifying pupil's current contact information.
- Notifying parents or guardians of lack of participation within one school day of the documentation of a non attendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's Master Agreement, reconsider the Independent Study Program's impact on the pupil's achievement and well-being, consistent with the School's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work (four (4) school weeks), satisfactory educational progress (see above), and the number of missed assignments (see above) allowed before an evaluation of whether the student should be allowed to continue in independent study.
- Implement any programs of the School intended to address chronic absenteeism, as applicable. (Education Code § 51747(d).)

In addition to the tiered engagement strategies described above, the School Administration may provide one of the following supports to students who are not meeting Master Agreement requirements or otherwise may need engagement support:

1. A letter to the student and/or parent/guardian/caregiver, as appropriate.
2. A special meeting between the student, parent/guardian/caregiver and the teacher or designated Administrator.
3. A meeting between the student and the grade level Administrator, including the parent/guardian/caregiver if appropriate.
4. An increase in the amount of time the student works under direct supervision.
5. Placing the student on academic probation.



“Pupil-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the pupil’s written Master Agreement pursuant to Education Code § 51747(g).

The evaluation triggered by the missed assignments or failure to make satisfactory educational progress as described above will be delivered to the parent/guardian/caregivers, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school upon written request. (Education Code § 51747(b).)

If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian/caregiver in accordance with the law, the School may withdraw the student as a result of the Student’s noncompliance with the Master Agreement.

## Eligibility

An individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study if their IEP specifically provides for such participation. (Education Code § 51745(c).) Whether independent study is an appropriate placement to provide a Free and Appropriate Education (FAPE) for a student with an IEP is an individualized determination made by the IEP team. (Education Code § 51745(c).)

No student shall be required to participate in independent study. (Education Code § 51747(g)(8).)

No temporarily disabled student may receive individual instruction pursuant to Education Code § 48206.3 by means of independent study. (Education Code § 51745(d).)

No student that is expelled by their previous school pursuant to Education Code § 48915 or a suspended expulsion student pursuant to Education Code § 48917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study. (Education Code § 51747(g)(8).)

Students enrolling in the School must be residents of an eligible county (the county where a School is authorized and their geographically contiguous counties). Enrollment eligibility shall not be based on the address of parent/guardian/caregiver employment. The School will not claim apportionment funding for any student who lives outside of an eligible county unless otherwise permitted by law. (Education Code § 51747.3(c).)

**Exceptions for Pupils Under Professional Care:** Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

## Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board’s policies and procedures for curriculum and instruction. (5 C.C.R. § 11702.)



The Master Agreement shall include, but not be limited to, all of the following:

1. The manner, frequency, time and place for submitting the student's assignments and for reporting the student's academic progress, and for communicating with the student's parent/guardian/caregiver regarding academic progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
4. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the Master Agreement, including the beginning and ending dates for the student's participation in independent study under the Master Agreement. No Master Agreement shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
8. The inclusion of a statement in each Master Agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)

School will comply with the signature requirements for independent study written agreements set forth in Education Code § 51747(g)(9), including:

- Each Master Agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

The Master Agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and his/her/their supervising teacher.

The Master Agreement shall state that the parent/guardian/caregiver's signature confers his/her/their permission for the student's independent study as specified in the agreement.

The Master Agreement may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records, work samples and attendance records. Master Agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.





Before signing a Master Agreement pursuant to this policy, a parent/guardian/caregiver may request that the School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent/guardian/caregiver, and, if requested by the pupil or parent/guardian/caregiver, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment. (Education Code § 51747(h)(2).)

## Supervising Teachers

The Superintendent or designee(s) shall oversee the teachers who directly supervise the independent study on a regular basis and ensure that the supervising teachers:

1. Complete designated portions of the Master Agreement and add additional information to the agreement when appropriate.
2. Supervise and approve coursework.
3. Ensure that any required opportunities for synchronous instruction, based on the student's grade level, are provided and documented.
4. Design/identify curriculum objectives.
5. Initiate and complete the independent study contacts as specified in the Master Agreement for students.
6. Assess all work that students are required to submit to a teacher.
7. Personally judge the time value of assigned work or work products completed and submitted by the student, or personally review the determination of time value made by another certificated teacher.
8. Select and save with each Master Agreement representative samples of the student's completed and evaluated assignments.
9. Maintain any required records and files on a current basis.
10. When appropriate, determine and assign grades or other approved measures of achievement.

## Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (5 CCR § 11703.)

School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (Education Code § 51747.5(d).)

Records shall be maintained for audit purposes and shall include the following (5 C.C.R. § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to independent study.
2. A separate listing of the students, by grade level, program and school who have participated in independent study identifying units of the curriculum undertaken (also known as the "course of study") and units of the curriculum completed by students in grades TK-8, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A record of all Master Agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.



## Parent's Right to Appeal

Parents/guardians/caregivers may appeal decisions in accordance with procedures in the School & Family Policy Catalog. In accordance with Education Code § 47605(c)(5)(J)(iii) parents will be provided with a written notice of the intent to withdraw a student for noncompliance no less than five school days prior to the effective date of the withdrawal.

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**Effective as of the start of the 2024-25 School Year**  
**Approved by CalOPS Board of Directors** 





## Coversheet

### Approval of 2024-25 Uniform Complaint Procedures (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items   |
| <b>Item:</b>             | G. Approval of 2024-25 Uniform Complaint Procedures (attached)                            |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | 24-25 CalOPS Uniform Complaint Procedures.pdf<br>Uniform Complaint Procedure Form (1).pdf |



# Uniform Complaint Procedures

## California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:

California Online Public Schools Central Coast  
 California Online Public Schools Central Valley  
 California Online Public Schools Monterey Bay  
 California Online Public Schools North Bay  
 California Online Public Schools Northern California  
 California Online Public Schools Southern California

The California Online Public Schools ("CalOPS") Board of Directors has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the board strongly encourages the early resolution of complaints by direct communication between the family and the school leadership whenever possible. (Information about the schools' communication protocols are found in the Student and Family Policy Catalog). If you have a concern, you can always talk to a staff member or school leadership. This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints (listed below). CalOPS shall investigate and seek to resolve, in accordance with this Policy, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by CalOPS that are subject to the UCP. All other concerns will follow the protocols provided in the Student and Family Policy Catalog.

The board prohibits any form of retaliation against any person for making a complaint. Additionally, participation in the complaint process shall not in any way affect the status, grades or work assignments of any student. In investigating complaints, the school will protect the confidentiality of the parties involved to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law. Finally, the schools will investigate all complaints in a timely manner.

Complaints related to the issues described below should be filed using the Uniform Complaint Policy and Procedure:

1. Any complaints alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying in the schools' programs and/or activities based on:
  - a. actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, citizenship, nationality, ethnic group identification, genetic information, age, religion, marital or parental status, mental or physical disability, medical condition, sex or sexual orientation, gender, gender identity, or gender expression.
  - b. the perception of one or more of such characteristics; or
  - c. association with a person or group with one or more of these actual or perceived characteristics.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs that are subject to the UCP: (\* Denotes UCP programs and activities that are currently implemented by CalOPS)



- Accommodations for Pregnant and Parenting Students\*
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Training Programs\*
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs\*
- Course Periods without Educational Content
- Educational and Graduation Requirements for Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a school district, Migratory Children, Children of Military Families\*, and Pupils Participating in a Newcomer Program
- Every Student Succeeds Act\*
- Migrant Child Education Programs
- Physical Education Instructional Minutes
- Reasonable Accommodations to a Lactating Student\*
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plan\*
- Schoolsite Councils
- State Preschool Programs
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
  - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code

sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If the school finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the school shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the school to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the school and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the school adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

CalOPS acknowledge and respect every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CalOPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CalOPS will attempt to do so as appropriate. CalOPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. CalOPS shall ensure that complainants are protected from retaliation.

### Compliance Officer(s)

Complaints must be in writing and should be directed to CalOPS designated "Compliance Officer(s)", listed below:

Dr. Richard Savage Superintendent  
c/o California Online Public Schools  
33272 Valle Rd.  
San Juan Capistrano, CA 92675 949-461-1667

The Compliance Officer or designee will receive and investigate complaints and ensure CalOPS compliance with laws applicable to the complaint(s). The Compliance Officer(s) or designee designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate. The compliance officer may also have access to legal counsel as determined appropriate by the Superintendent or designee.



If the complaint alleges wrongdoing by the Compliance Officer, the Compliance Officer will immediately notify the Board President to appoint a substitute Compliance Officer to investigate the complaint. The person filing the complaint may, alternatively, submit their complaint directly to the President of the Board of Directors.

## Notifications

The Compliance Officer or designee shall make available copies of this Policy free of charge. The Compliance Officer or designee will provide annual written notification of the schools' Uniform Complaint Procedures to students, employees, parents/guardians, any applicable advisory committees, appropriate private school officials or representatives, and other interested parties by posting information regarding allegations about discrimination, harassment, intimidation, or bullying on CalOPS' public website.

The annual notice shall be in English. When necessary, under Education Code Section 48985, if 15% (fifteen percent) or more of the students enrolled at the school speak a single primary language other than English, this policy and the notice will be translated into that language and provided to the parent/guardian of any such students in their primary language or mode of communication of the recipient of the notice.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that CalOPS are operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that CalOPS are operating pursuant to Title 22 licensing requirements.
3. A statement that CalOPS are primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that the compliance officer shall be knowledgeable about the laws and programs that they are assigned to investigate.
7. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
8. A statement that the complainant has a right to appeal CalOPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CalOPS' Decision, except if CalOPS has used its UCP to address a complaint that is not subject to the UCP requirements.
9. A statement that a complainant who appeals CalOPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
10. A statement that if CalOPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, CalOPS

shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

11. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
12. A statement that copies of CalOPS' UCP shall be available free of charge.
13. A statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following:
  - The health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925.
  - The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement.

## Procedures

All complaints alleging that CalOPS has violated federal or state laws or regulations enumerated as within the scope of this Policy will be investigated and resolved according to the procedures below.

The Compliance Officer or designee will maintain a record of each complaint and subsequent related actions, including all information required for compliance for at least three (3) calendar years.

All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

## Uniform Complaint Procedures

### 1. Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying may be filed by a person who alleges that the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying/cyberbullying; or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying/cyberbullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying/cyberbullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying. Upon written request by the complainant, the Superintendent or designee may choose to extend the filing period for up to ninety (90) calendar days following the expiration of the six-month time period. Such request for extension shall set forth the reasons for the extension. Such extension by the Superintendent or designee shall be made in writing. The Superintendent shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the CalOPS Board of Directors approved the LCAP or the annual update was adopted by CalOPS.

The complaint will be presented to the Compliance Officer, who will maintain a log of complaints received, and who will provide each complaint with a code number and date stamp.

A pupil fees complaint may be filed with the principal of a school or the CalOPS Superintendent or his or her designee.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CalOPS staff shall assist the complainant in the filing of the complaint.

## **2. Step 2: Mediation**

Within three (3) business days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agree to mediation, the Compliance Officer will make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying/cyberbullying, the Compliance Officer will ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer will proceed with the investigation of the complaint.

The use of mediation shall not extend CalOPS' timelines for investigating and resolving the complaint, unless the complainant agrees in writing to such an extension of time.

## **3. Step 3: Investigation of Complaint**

Within fourteen (14) days of receiving the complaint, the Compliance Officer will provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also will collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the schools' investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegation. Note, however, that complaints permissibly made anonymously will be investigated by the schools to the extent possible without participation by the complainant.

In accordance with law, CalOPS will provide the investigator with access to records and other information related to the allegation in the complaint and will not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

## **4. Step 4: Final Written Decision**

CalOPS shall issue an investigation report (the "Decision") based on the evidence. The schools' decision will be in writing and sent to the complainant within sixty (60) calendar days of receipt of a complaint unless the timeframe is extended with the written





agreement of the complainant. CalOPS' decision will be written in English and in the primary language of the complainant whenever required by law.

The Decision will include:

1. The findings of fact based on the evidence gathered;
2. The conclusion providing a clear determination for each allegation as to whether CalOPS are in compliance with the relevant law;
3. Corrective actions, if CalOPS finds merit in the complaint and any are warranted or required by law;
4. Notice of the complainant's right to appeal CalOPS' decision within thirty (30) calendar days to the California Department of Education (CDE), except when CalOPS has used its UCP to address complaints that are not subject to the UCP requirements; and
5. Procedures to be followed for initiating such an appeal.

If the investigation of a complaint results in discipline to a student or an employee, the Decision shall simply state that effective action was taken and the employee was informed of CalOPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Pertaining to complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians.

For all other complaints within the scope of the Uniform Complaint Procedures, the remedy shall go to the affected pupil.

With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

### Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with CalOPS and a copy of the Decision.

When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. CalOPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, CalOPS' Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in CalOPS' Decision are not supported by substantial evidence.
4. The legal conclusion in CalOPS' Decision is inconsistent with the law.
5. In a case in which CalOPS' Decision found noncompliance; the corrective actions fail to provide a proper remedy.





Upon notification by the CDE that the complainant has appealed the Decision, the Compliance Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint;
2. A copy of the Decision;
3. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
4. A report of any action taken to resolve the complaint;
5. A copy of CalOPS' complaint procedures; and
6. Other relevant information requested by CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CalOPS for resolution as a new complaint. If the CDE notifies CalOPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CalOPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CalOPS when one of the conditions listed in 5 CCR 4650 exists, including but not limited to cases in which through no fault of the complainant, CalOPS have not taken action within sixty (60) calendar days of the date the complaint was filed with the CalOPS.

## **5. Civil Law Remedies**

A complainant may pursue available civil law remedies outside CalOPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying/cyberbullying based on state law, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the school has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## **6. Complaint Regarding State Preschool Programs**

UCP complaints regarding state preschool health and safety issues pursuant to HSC Section 1596.7925 may be



filed with the preschool program administrator or his or her designee. A state preschool health and safety issues complaint pursuant to *HSC* Section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution. A state preschool health and safety issues complaint pursuant to *HSC* Section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Section 48985 of the *EC* is otherwise applicable, the response, if requested, and Investigation Report shall be written in English and the primary language in which the complaint was filed. The preschool program administrator or the designee of the district superintendent shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the Superintendent.

A complainant not satisfied with the resolution of the preschool program administrator or the Superintendent has the right to describe the complaint to the governing board at a regularly scheduled hearing of the governing board. A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the Superintendent has the right to file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 days of the date of the LEA Investigation Report. A complainant shall comply with the appeal requirements of 5 CCR Section 4632.

Charter School shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints pursuant to *HSC* Section 1596.7925 on a quarterly basis to the county superintendent of schools and the governing board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. All complaints and responses are public record.

## Attachment 1: Uniform Complaint Procedure Form for CalOPS

4888-6817-1149, v. 1

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**Adopted by CalOPS Board of Directors on November 19, 2013**  
**Revised and Approved by CalOPS Board of Directors on August 23, 2016**  
**Revised and Approved by CalOPS Board of Directors on August 22, 2017**  
**Revised and Approved by CalOPS Board of Directors on August 28, 2018**  
**Revised and Approved by CalOPS Board of Directors on August 25, 2020**  
**Revised and Approved by CalOPS Board of Directors on August 24, 2021**  
**Revised and Approved by CalOPS Board of Directors on August 23, 2022**  
**Revised and Approved by CalOPS Board of Directors on October 3, 2023**  
**Revised and Approved by CalOPS Board of Directors on December 5, 2023**

# Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |   |
|---|---|
| <input type="checkbox"/> Adult Education Programs   | <input type="checkbox"/> Migrant Child Education Programs   |
| <input type="checkbox"/> After School Education and Safety  | <input type="checkbox"/> Physical Education Instructional Minutes   |
| <input type="checkbox"/> Agricultural Career Technical Education  | <input type="checkbox"/> Pupil Fees   |
| <input type="checkbox"/> Career Technical and Technical Education and Training  | <input type="checkbox"/> Reasonable Accommodations to a Lactating Student   |
| <input type="checkbox"/> Child Care and Development Programs  | <input type="checkbox"/> Regional Occupational Centers and Programs   |
| <input type="checkbox"/> Compensatory Education   | <input type="checkbox"/> School Plans for School Achievement  |
| <input type="checkbox"/> Consolidated Categorical Aid Programs  | <input type="checkbox"/> Schoolsite Councils  |
| <input type="checkbox"/> Course Periods without Educational Content   | <input type="checkbox"/> School Safety Plan   |
| <input type="checkbox"/> Educational and Graduation Requirements of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a school district, Migratory Children, Children of Military Families, and Students participating in a newcomer program | <input type="checkbox"/> State Preschool Programs   |
| <input type="checkbox"/> Every Student Succeeds Act   | <input type="checkbox"/> State Preschool Health and Safety Issues in LEAs Exempt from Licensing   |
| <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan   | <input type="checkbox"/> Pregnant and Parenting Student   |
|   | <input type="checkbox"/> Any other state or federal educational program the State or Superintendent of Public Instruction or designee deems appropriate |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |   |  |
|---|--|
| <input type="checkbox"/> Age  | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Medical Condition   |
| <input type="checkbox"/> Sex (Actual or Perceived)                    | <input type="checkbox"/> Nationality / National Origin   |
| <input type="checkbox"/> Ancestry                                     | <input type="checkbox"/> Race or Ethnicity   |
| <input type="checkbox"/> Color  | <input type="checkbox"/> Religion  |
| <input type="checkbox"/> Disability (Mental or Physical)              | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Ethnic Group Identification                  | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity |  |
| <input type="checkbox"/> Immigration Status/Citizenship               |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.      ☐ Yes   ☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to the Compliance Officer:

Dr. Richard Savage  
Superintendent  
c/o California Online Public Schools  
33272 Valle Rd.  
San Juan Capistrano, CA 92675  
(800) 906-5166

# Coversheet

## Approval of WGU Student Teaching Agreement Renewal (attached)

**Section:** IV. Consent Items  
**Item:** H. Approval of WGU Student Teaching Agreement Renewal (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
California Online Public Schools - Capistrano CA WGU TC Agreement 2024.pdf  
TC\_Overview\_Flyer 2023.pdf



# Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

## CLINICAL EXPERIENCE AGREEMENT

This Clinical Experience Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (University or WGU), and California Online Public Schools (District), and is effective as of the date of District's signature below (Effective Date).

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). University Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). University represents that each teacher/principal Candidate assigned to District for Student Teaching/Practicum is validly enrolled in an approved University educator preparation program and meets District's background requirements.

**A. Definitions.** For the purposes of this Agreement, capitalized terms\* will have the following meanings:

1. Candidate refers to a student enrolled in a University program leading to an education degree.
2. Mentor Teacher refers to a District employee who is the contracted teacher in the classroom to which the Candidate is assigned.
3. Clinical Supervisor refers to a qualified individual who will supervise and complete observations and evaluations.
4. Advanced Programs refers to University programs that are designed for licensed teachers to earn an endorsement or certification.
5. Preclinical Experience refers to the active participation by a Candidate in a wide range of in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching.
6. Student Teaching refers to the active participation by a teacher Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and/or Clinical Supervisor.
7. Practicum refers to the University Clinical Experience requirements for licensed teachers in an advanced endorsement program. Practicum length can range from 10 days to 12 months, depending on program and state requirements.
8. Clinical Experience refers collectively to the Preclinical Experience and Student Teaching and/or Practicum.

\*References to "District" shall include the school.

**B. Mutual Expectations.** A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers/principals, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. The school administrator and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

**C. Mutually Beneficial Activities.** The parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. Provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's [Employer Recruiting & Guidelines](#).
  - As possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
3. University and District staff will co-select Mentor Teachers and Clinical Supervisors based on University requirements.

4. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
  5. University may invite District staff to participate in a focus group to:
    - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors; criteria for selection of Mentor Teachers and Clinical Supervisors; and curriculum development;
    - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
    - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to student outcomes and Candidate performance.
- D. Recordings.** District recognizes that University requires its Candidates to video record in the classroom for evaluation purposes and agrees to permit video recording consistent with the conditions set forth in **Exhibit A** (Video Recordings).
- E. Mentor Teacher Standards.** District, with the input of University, will provide the teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:
1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
  2. Has: (i) a minimum of three (3) years of content area teaching experience (five (5) years preferred), with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) strong evaluations.
  3. Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
  4. Successfully and with positive impact mentored student teachers, colleagues, and/or other adults.
  5. Competently uses technology for communicating via email and completing online evaluation forms.
  6. Will demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:
 

|                             |                        |
|-----------------------------|------------------------|
| ○ All individuals can learn | ○ Communication        |
| ○ Belonging                 | ○ Integrity            |
| ○ Empathy                   | ○ Professionalism      |
| ○ Growth Mindset            | ○ Intellectual courage |
  7. Complete University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
  8. *For California Districts Only:* As required by the California Commission on Teacher Credentialing (CTC) Program Sponsor Alert (PSA) 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
- F. Clinical Supervisor Standards.** A University Clinical Supervisor provides guidance, support, on-site assistance, assessment and feedback to a teacher Candidate throughout the Clinical Experience. To act in this role, a Clinical Supervisor must have:
1. A minimum of three (3) years teaching experience in K-12.
  2. A master's degree in education or related field.
  3. A current teaching license in the content area of supervision.
  4. Experience teaching in the content area of supervision.
  5. Ability to successfully complete a background clearance, if requested.
  6. District and principal approval (if a District employee).



7. Ability to consistently demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:
  - All individuals can learn
  - Belonging
  - Empathy
  - Growth Mindset
  - Communication
  - Integrity
  - Professionalism
  - Intellectual courage

**G. University Responsibilities.** University will:

1. Select qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide Mentor Teacher with compensation for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required Mentor Teacher training.
3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
4. Require Candidates to have a fully cleared background check acceptable to District prior to participating in Clinical Experience activities.
5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis (TB) risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
7. Provide professional development training to Mentor Teachers regarding University processes and procedures.
8. Maintain an online site for support, resources, and training for Mentor Teachers.
9. Facilitate a cohort seminar in which teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.
10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

**H. District Responsibilities.** District, or school administrator, will:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Field Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Teacher Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Student Teaching.
4. University utilizes video recordings for both observations and teacher performance assessments. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs. (See **Exhibit A** for details regarding video recordings.)
5. Notify University about any changes to District policies (e.g., COVID and other healthcare policies).
6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher and/or school administrator, participate with the Clinical Supervisor and teacher Candidates in two evaluations: one mid-way through Student Teaching, and a final evaluation at the end of Student Teaching. University shall be responsible for the format of evaluations.
  - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership, English Language Learning, and Master of Special Education.

8. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
9. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
13. Adhere to any then-applicable state requirements related to training/professional development.
14. *For California Districts Only:* Require Cooperating Teachers to complete and document training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to the program curriculum, and eight (8) hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (as required by the CTC).

**I. Advanced Programs Practicum.** The following additional requirements apply to Advanced Programs Practicum:

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own classroom using a qualified individual within their school as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate will:
  - have a relationship with the school and arrange placement by obtaining District approval.
  - secure his/her own Clinical Supervisor, subject to approval of University's Field Experience team to ensure the Clinical Supervisor meets program requirements.
  - provide a valid background clearance, liability insurance, and teaching license.
  - comply with any other applicable District requirements.
3. Evaluations of Candidates are as follows:
  - Educational Leadership - 4 total (2 evaluations during the first Practicum course, and 2 during the second Practicum course)
  - English Language Learning - 3 total (2 observations and 1 final evaluation)

**J. Confidentiality & Education Records**

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

**K. Additional Terms**

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.

3. Right to Accept or Terminate a Placement. District may refuse to accept for placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University in writing and state the reasons for such decision.
4. Insurance.
  - University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers' compensation insurance as required by law.
  - Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
5. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner. No Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.
6. Non-Discrimination. Each party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
7. Entire Agreement. This Agreement represents the entire understanding between the parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both parties.

The parties have executed this Agreement as of the Effective Date.

#### UNIVERSITY

By: \_\_\_\_\_

Title: Director, Field Experience, School of Education

#### Point of Contact:

Field Experience Outreach

Email: [tc\\_outreach@wgu.edu](mailto:tc_outreach@wgu.edu)

#### For notice purposes:

Attn: General Counsel

Western Governors University  
4001 South 700 East, Suite 700  
Salt Lake City, UT 84107-2533

Email: [legal@wgu.edu](mailto:legal@wgu.edu)

#### DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

#### Point of Contact:

Email:

Phone:

#### For notice purposes:

Email:

## **Exhibit A**

### **Video Recording**

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of video recordings of themselves teaching in the classroom and of real artifacts (such as lesson plans, video, and student work samples). Recordings provide an avenue to evaluate performance and determine competency.
2. Clinical observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

#### *Teacher Candidate Guidelines for Video Recordings*

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.

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Tuition is charged per term. Terms are six months long and can begin on the first of any month.

Undergraduate programs..... \$3,475–\$3,950\*  
Graduate programs..... \$3,590–\$3,665\*

Some programs have per-term or one-time fees specific to that program's costs.

\*As of October 2022.

### Accreditation and awards.

WGU maintains regional accreditation, which is the highest standard recognized by the U.S. Department of Education.



WGU's Teachers College is accredited by CAEP, the only recognized national accreditor for educator preparation. WGU is the first competency-based online university to receive CAEP accreditation for its degree programs that lead to teacher licensure.



**Learn more.**

wgu.edu/cc  
866.225.5948

**D'Lynn L.**  
M.S. Curriculum and Instruction



# A SMARTER WAY TO EARN YOUR DEGREE.

As a WGU student, you'll have every advantage:

## Unparalleled flexibility.

With no set log-in times, you can complete coursework on your schedule, whenever and wherever works best for you.

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WGU's low, flat-rate tuition covers as many courses as you complete during a term and is less than what you'd pay at other universities.

## Accelerated progress.

You'll advance through your courses as quickly as you prove mastery of the material and skills, potentially saving you time and money.

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You'll work one-on-one with dedicated faculty mentors who provide personalized coaching, guidance, and support from enrollment through graduation.

## Career relevance.

Because industry leaders and academic experts help design WGU's curriculum, you can be confident you'll gain the skills and knowledge that employers value.

## Teachers College degree programs.

### Programs Leading to Initial Teacher Licensure

#### B.A. and B.S. Programs

- Elementary Education
- Special Education and Elementary Education (Dual Licensure)
- Special Education (Mild to Moderate)
- Mathematics Education (Middle Grades and Secondary)
- Science Education (Middle Grades and Secondary, multiple disciplines)

#### M.A. Teaching Programs

- Elementary Education
- English Education
- Mathematics Education (Middle Grades and Secondary)
- Science Education
- Special Education (K-12)

### Programs for Licensed Teachers

#### M.S. Programs

- Curriculum and Instruction
- Educational Leadership

#### M.A. Programs

- English Language Learning (PreK-12)
- Mathematics Education (K-6, Middle Grades and Secondary)
- Science Education (Middle Grades and Secondary, multiple disciplines)

#### M.Ed. Programs

- Instructional Design
- Learning and Technology

#### Endorsement Preparation Programs

- English Language Learning (PreK-12)

*"To be a successful student, you need to have a good team. What better choice than to have a university that is completely on your team?"*

– Jennifer K.,  
B.A. Special Education



**Learn more.**

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## Coversheet

### Approval of 2024-25 CalOPS Board Meeting Schedule (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items   |
| <b>Item:</b>             | I. Approval of 2024-25 CalOPS Board Meeting Schedule (attached) |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | Revised CalOPS 24-25 Meeting Schedule for Review.pdf            |



## California Online Public Schools (CalOPS) 2024-2025 Meeting Schedule for Board of Directors

CalOPS Central Coast  
CalOPS Central Valley  
CalOPS Monterey Bay  
CalOPS North Bay  
CalOPS Northern California  
CalOPS Southern California

**School Phone:** (800) 906-5166

**School Fax:** (559) 746-0497

All meetings are open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at [www.californiaops.org/governance](http://www.californiaops.org/governance) or contact the school offices: Bernie Jamero (NorCal) or Eva McGahey (SoCal) at (800) 906-6179 at least 24 hours prior to the meeting.

Dr. Richard Savage, Superintendent  
[rsavage@californiaops.org](mailto:rsavage@californiaops.org)

| DATE                                     | TIME       | LOCATION <sup>1</sup>                      |
|--|------------|--|
| Tuesday, September 10, 2024              | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, October 8, 2024                 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, November 12, 2024               | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, December 10, 2024               | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, February 11, 2025               | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, March 11, 2025                  | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, April 8, 2025                   | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, May 13, 2025                    | 4 pm– 6 pm | At School Locations and via Teleconference |
| Annual Meeting<br>Tuesday, June 10, 2025 | 4 pm– 6 pm | At School Locations and via Teleconference |

<sup>1</sup> Subject to all federal and state mandates regarding public health and safety





# Coversheet

## Approval of Associated Banking Resolutions (attached)

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | IV. Consent Items  |
| <b>Item:</b>             | J. Approval of Associated Banking Resolutions (attached) |
| <b>Purpose:</b>          | Vote   |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | Associated Banking Resolutions.pdf                       |

**California Online Public Schools**  
A California Nonprofit Public Benefit Corporation  
Operating public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS  
TO AUTHORIZE BANK ACCOUNT(S)**

RESOLUTION NUMBER 6-24-1

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts and/or to change the corporation's bank accounts over to the combined corporation with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these accounts: Board President, Board Treasurer, Board Vice President, Board Secretary, Principals, Superintendent and Deputy Superintendent. Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective July, 2024:

Elaine Pavlich, Board President  
Diana Rivas, Board Vice President  
Michael Henjum, Board Treasurer  
Adam Pulsipher, Board Secretary  
Heather Tamayo, Middle School Principal  
Marcus White, Elementary School Principal  
Matthew Brockway, High School Principal  
Richard Savage, Superintendent  
Ricardo Romero, Deputy Superintendent

# Coversheet

## Approval of Prop 28 Annual Reports (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | IV. Consent Items   |
| <b>Item:</b>             | K. Approval of Prop 28 Annual Reports (attached)  |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | Proposition 28 Annual Report_COPS SoCal.docx.pdf<br>Proposition 28 Annual Report_COPS North Bay.docx.pdf<br>Proposition 28 Annual Report_COPS NorCal.docx.pdf<br>Proposition 28 Annual Report_COPS Monterey Bay.docx.pdf<br>Proposition 28 Annual Report_COPS Central Coast.docx.pdf<br>Proposition 28 Annual Report_COPS Central Valley.docx.pdf |

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Southern California**

CDS Code: **30664640106765**

Charter School Number: **0664**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Southern California did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – North Bay**

CDS Code: **17640550129601**

Charter School Number: **1653**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – North Bay did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Northern California**

CDS Code: **39686500125849**

Charter School Number: **1398**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Northern California did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Monterey Bay**

CDS Code: **44754320139410**

Charter School Number: **2056**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Monterey Bay did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Central Coast**

CDS Code: **42750100138891**

Charter School Number: **2031**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Central Coast did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0



**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Central Valley**

CDS Code: **54718030112458**

Charter School Number: **0804**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Central Valley did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

# Coversheet

## Approval of 2024-25 Preliminary Budgets (attached)

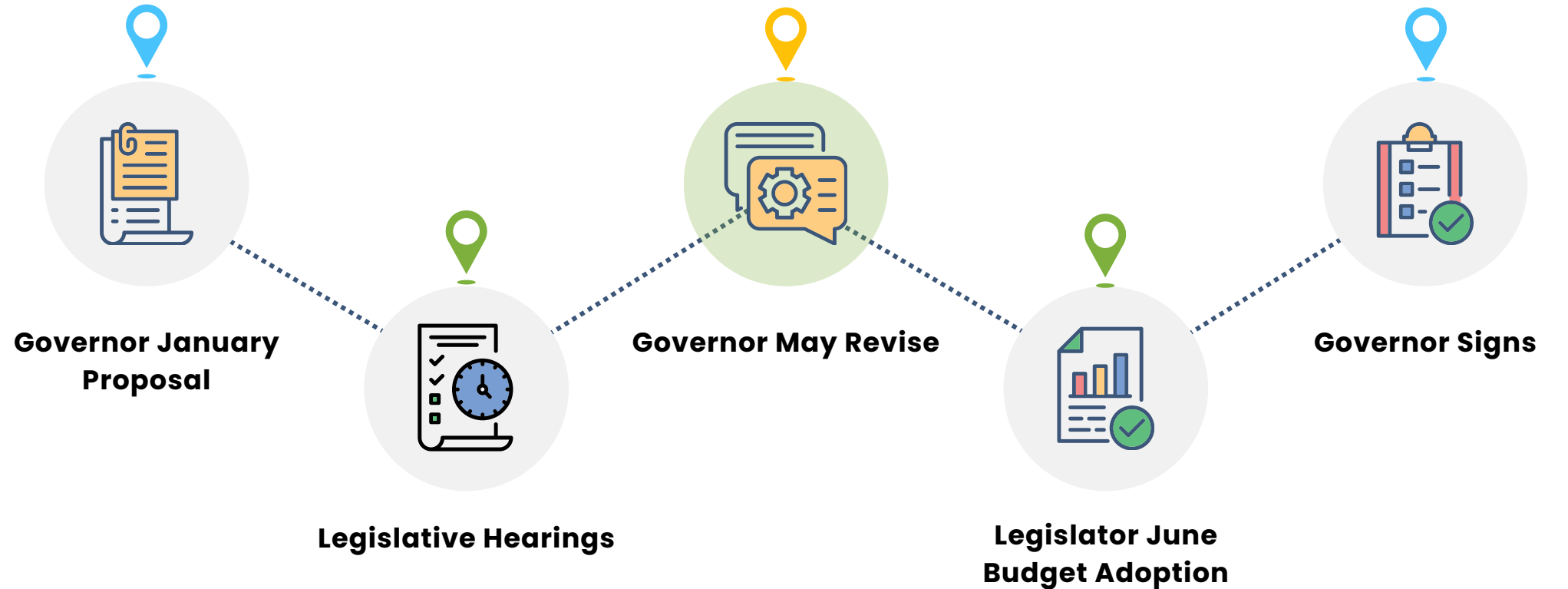
|                          |   |
|--------------------------|---|
| <b>Section:</b>          | V. Action Items                                       |
| <b>Item:</b>             | C. Approval of 2024-25 Preliminary Budgets (attached) |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | CalOps_FY25_Budget Presentation.pdf                   |



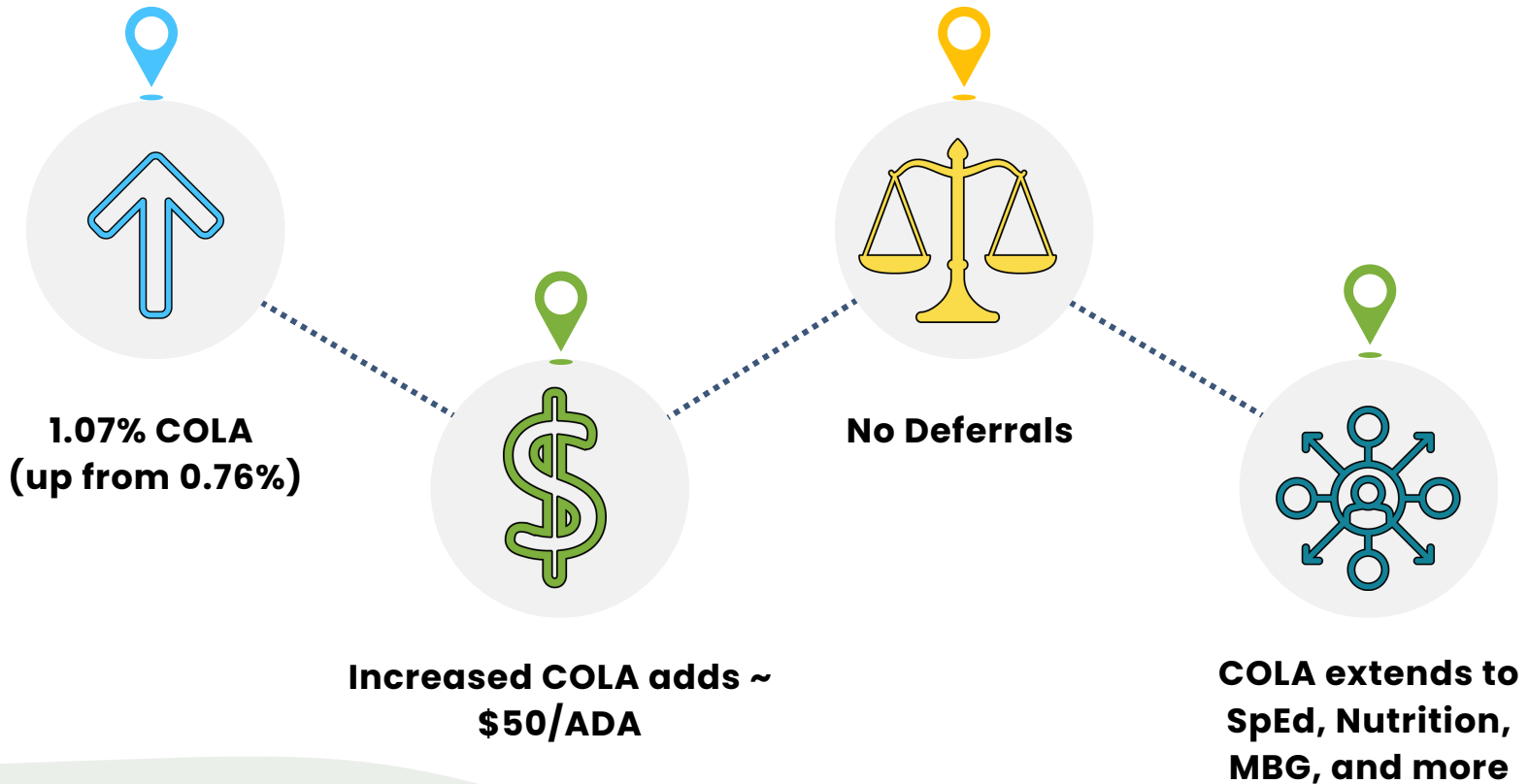
# California Online Public Schools

## Budget Presentation – FY24/25

# State Budget Process

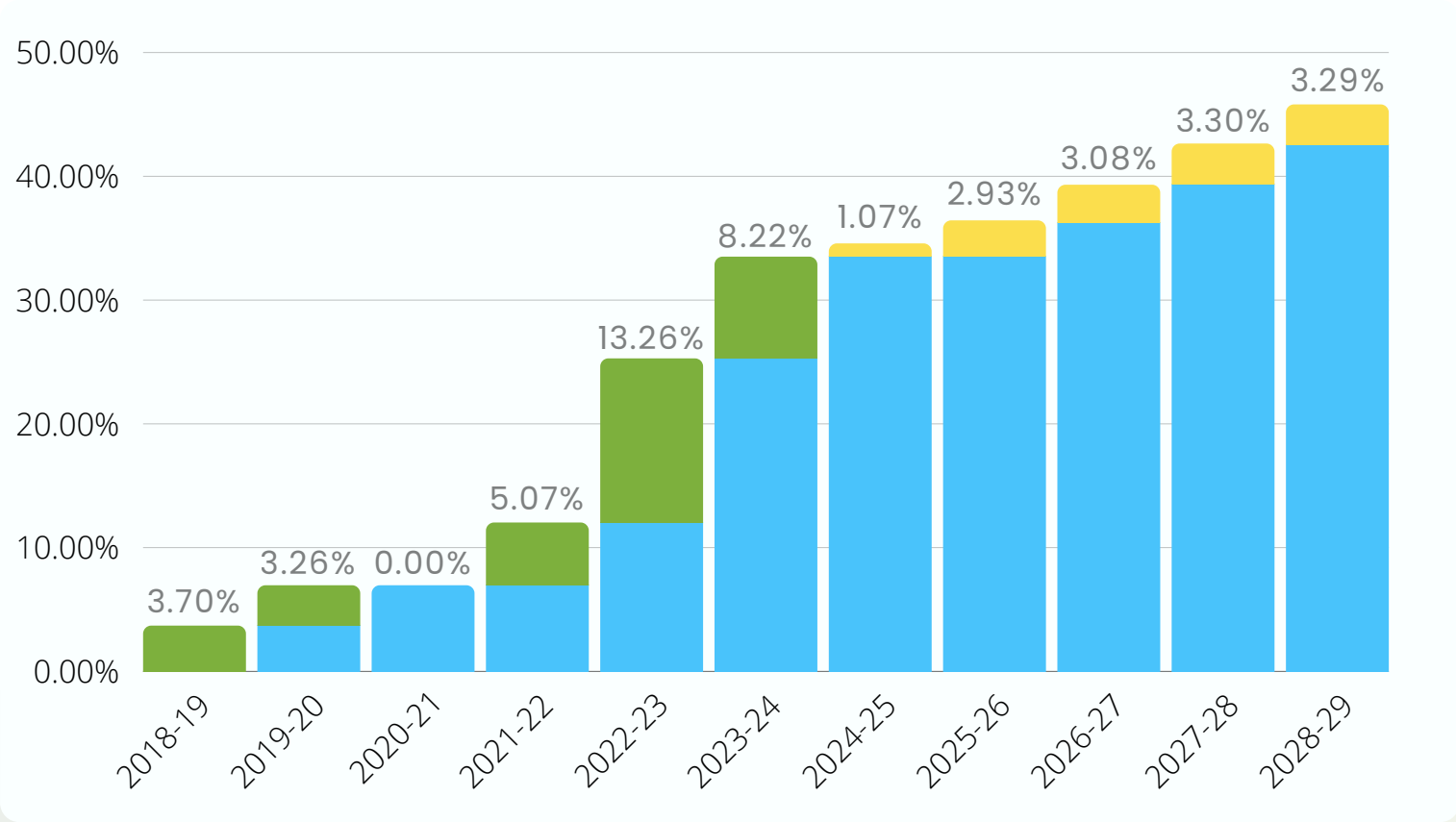


# May Revise Highlights



# LCFF Increase

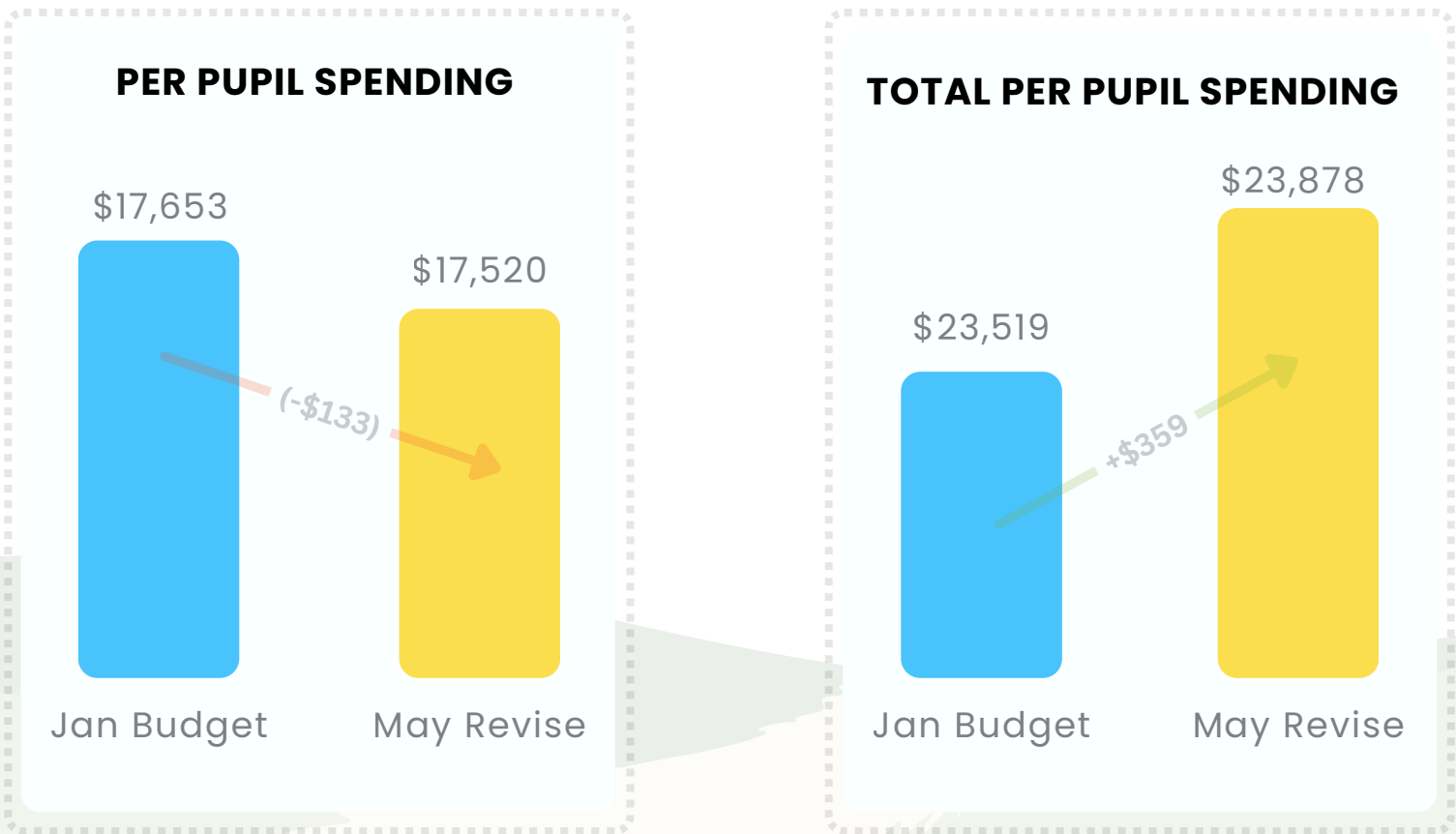
Cumulative increase in State COLA since FY18-19



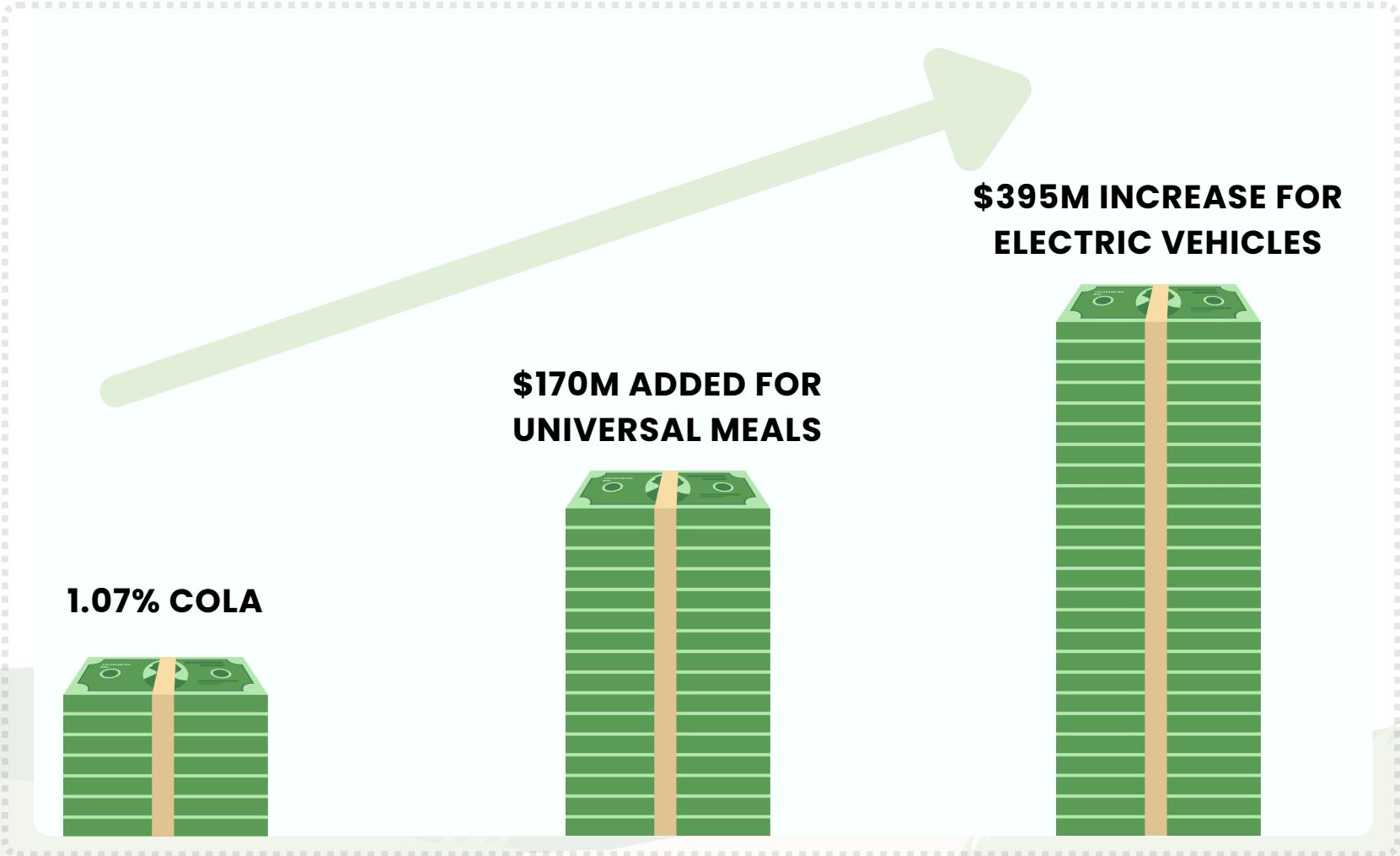
**2024-25 COLA at May Proposal- 1.07%**

# Governor May Revised Update

This results in \$17,502 total per pupil spending and \$23,878 in all funds per pupil spending at May Revise, compared to \$17,653 total per pupil spending and \$23,519 all funds per pupil spending, from the Governor’s January Budget.



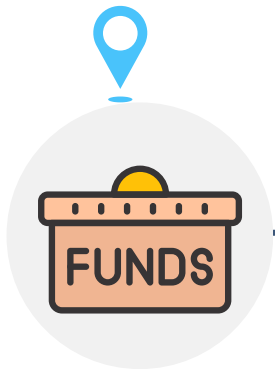
# Increases in the proposal



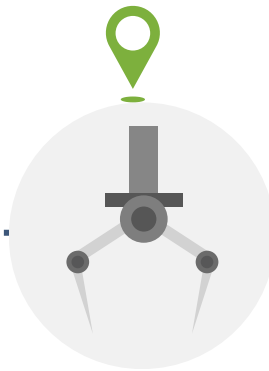


# Learning Recovery Proposals

Learning recovery initiatives funding to be spent by June 30, 2028



Original Entitlement  
(FY23): \$7.9B

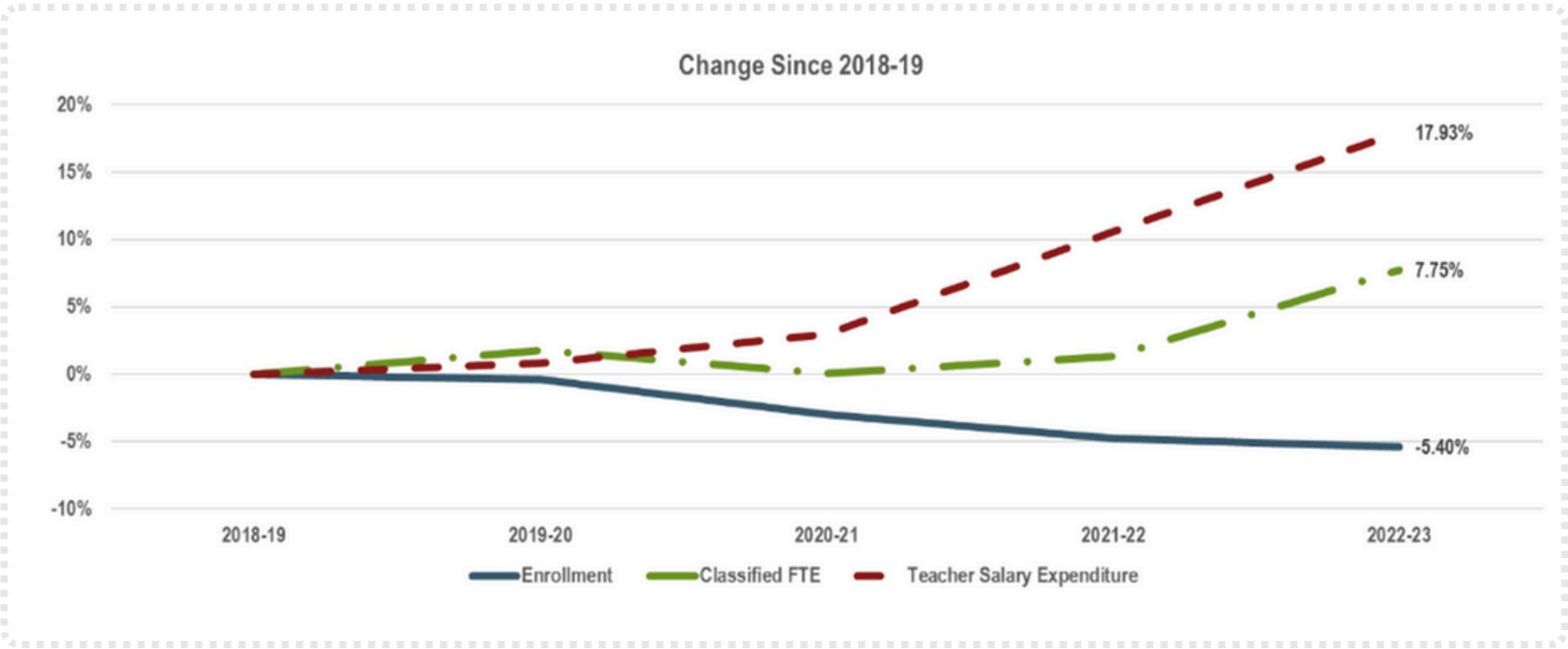


Clawback (FY24): \$1.1B



Unspent LREBG now requires  
a plan, reported results  
included in LCAP (FY25-FY28)

# CA Trends



Source: School Services of California

# CalOps – FY25 Budget Highlights

- Budget balanced with **\$3.6M** surplus (**3.0%** of expenses)
- **1.07%** COLA projected for LCFF, based on Governor's May Revise
- ADA forecasted at **8,329**, **+0.5%** to current year

|                                 | 2024-25<br>Total      | 2024-25<br>SoCal     | 2024-25<br>Central Valley | 2024-25<br>NorCal    | 2024-25<br>North Bay | 2024-25<br>Monterey Bay | 2024-25<br>Central Coast |
|---------------------------------|-----------------------|----------------------|---------------------------|----------------------|----------------------|-------------------------|--------------------------|
| <b>Assumptions</b>              |                       |                      |                           |                      |                      |                         |                          |
| LCFF COLA                       | 1.07%                 | 1.07%                | 1.07%                     | 1.07%                | 1.07%                | 1.07%                   | 1.07%                    |
| Enrollment                      | 8,499                 | 5,020                | 826                       | 1,774                | 167                  | 571                     | 140                      |
| Average Daily Attendance        | 8,329                 | 4,919.64             | 809.61                    | 1,738.90             | 163.43               | 560.02                  | 137.47                   |
| <b>Total Revenue</b>            | <b>\$ 124,516,869</b> | <b>\$ 73,260,142</b> | <b>\$ 13,043,841</b>      | <b>\$ 25,633,812</b> | <b>\$ 2,498,479</b>  | <b>\$ 8,068,713</b>     | <b>\$ 2,011,881</b>      |
| <b>Total Expenses</b>           | <b>\$ 120,897,736</b> | <b>\$ 70,942,436</b> | <b>\$ 12,666,264</b>      | <b>\$ 24,979,290</b> | <b>\$ 2,442,021</b>  | <b>\$ 7,890,356</b>     | <b>\$ 1,977,368</b>      |
| <b>Surplus (Deficit)</b>        | <b>\$ 3,619,133</b>   | <b>\$ 2,317,706</b>  | <b>\$ 377,578</b>         | <b>\$ 654,521</b>    | <b>\$ 56,457</b>     | <b>\$ 178,357</b>       | <b>\$ 34,514</b>         |
|                                 | 3%                    | 3%                   | 3%                        | 3%                   | 2%                   | 2%                      | 2%                       |
| Fund Balance, Beginning of Year | \$ 51,980,930         | \$ 25,647,756        | \$ 4,542,423              | \$ 18,600,497        | \$ 1,148,985         | \$ 1,491,881            | \$ 549,389               |
| Fund Balance, End of Year       | \$ 55,600,063         | \$ 27,965,461        | \$ 4,920,001              | \$ 19,255,018        | \$ 1,205,442         | \$ 1,670,238            | \$ 583,903               |
|                                 | 46.0%                 | 39.4%                | 38.8%                     | 77.1%                | 49.4%                | 21.2%                   | 29.5%                    |

# Revenues

- Total revenue projected at **\$125M**, up **\$2.4M** to FY24 (+2%)
- Increase driven by State COLA (**1.07%**) and added ADA (**0.5%**)

## Revenue

|                      | <b>TOTAL</b>                | <b>SoCal</b>                | <b>Central Valley</b>       | <b>NorCal</b>               | <b>North Bay</b>           | <b>Monterey Bay</b>        | <b>Central Coast</b>       |
|----------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|
| State Aid-Rev Limit  | \$ 107,049,556              | \$ 62,774,775               | \$ 11,289,624               | \$ 22,089,481               | \$ 2,117,942               | \$ 7,030,076               | \$ 1,747,657               |
| Federal Revenue      | \$ 2,653,953                | 1,612,417                   | 282,427                     | 527,164                     | 67,888                     | 128,489                    | 35,568                     |
| Other State Revenue  | \$ 14,692,617               | 8,808,554                   | 1,471,790                   | 2,981,749                   | 312,527                    | 899,863                    | 218,135                    |
| Other Local Revenue  | 120,742                     | 64,395                      | -                           | 35,419                      | 122                        | 10,286                     | 10,521                     |
| <b>Total Revenue</b> | <b><u>\$124,516,869</u></b> | <b><u>\$ 73,260,142</u></b> | <b><u>\$ 13,043,841</u></b> | <b><u>\$ 25,633,812</u></b> | <b><u>\$ 2,498,479</u></b> | <b><u>\$ 8,068,713</u></b> | <b><u>\$ 2,011,881</u></b> |

# Revenues - Specialty Funding

- Sunsetting of CARES Act funds removes **\$3.2M** compared with the current year
- However, State discretionary block grants are expected to more than offset this loss.
  - FY25 State Block Grant Revenue: **\$4.4M**
  - Grant Funds Held in Reserve: **\$8.4M**

| Specialty Funding Source | TOTAL             |                  | SoCAL            | CV             | NorCal         | NB             | MB             | CC            |
|--------------------------|-------------------|------------------|------------------|----------------|----------------|----------------|----------------|---------------|
|                          | Award             | FY24-25          | FY24-25          | FY24-25        | FY24-25        | FY24-25        | FY24-25        | FY24-25       |
| EEBG                     | 872,103           | 576,281          | 500,000          | 76,281         | -              | -              | -              | -             |
| AMIMBG                   | 4,795,338         | 3,375,129        | 2,250,000        | 399,375        | 489,138        | 66,775         | 140,026        | 29,815        |
| LREBG                    | 7,112,260         | 490,946          | -                | -              | 351,729        | 50,672         | 69,585         | 18,961        |
| <b>TOTAL</b>             | <b>12,779,701</b> | <b>4,442,356</b> | <b>2,750,000</b> | <b>475,656</b> | <b>840,867</b> | <b>117,447</b> | <b>209,611</b> | <b>48,776</b> |

# Expenses

- Total Expenses are projected to increase **\$3.4M** over prior year (+3%)
- Staffing updates are the largest driver, increasing **\$13.1M** YoY
  - Total Salaries: **+31%** (Added Staff + 20% increases/bonuses)
  - Total Benefits: **+8%**
- Partially offset by savings from Pearson expenses: **-\$11.2M**

|                       | TOTAL                | SoCal                | Central Valley       | NorCal               | North Bay           | Monterey Bay        | Central Coast       |
|-----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|
| Expenses              |                      |                      |                      |                      |                     |                     |                     |
| Certificated Salaries | \$ 54,477,716        | \$ 32,196,330        | \$ 5,284,338         | \$ 11,385,843        | \$ 1,035,077        | \$ 3,650,007        | \$ 926,121          |
| Classified Salaries   | 1,244,661            | \$ 735,595           | \$ 120,732           | \$ 260,134           | \$ 23,649           | \$ 83,392           | \$ 21,159           |
| Benefits              | 19,749,726           | 11,292,382           | 2,059,361            | 4,148,243            | 417,947             | 1,457,582           | 374,211             |
| Books and Supplies    | 19,211,300           | 11,215,400           | 1,957,500            | 4,069,200            | 499,000             | 1,211,000           | 259,200             |
| Subagreement Services | 10,223,900           | 5,648,500            | 1,685,200            | 2,036,400            | 164,900             | 571,900             | 117,000             |
| Operations            | 1,139,700            | 764,400              | 66,100               | 234,700              | 14,600              | 45,000              | 14,900              |
| Facilities            | 950,200              | 746,800              | 38,400               | 132,300              | 11,400              | 13,500              | 7,800               |
| Professional Services | 13,832,733           | 8,340,629            | 1,454,632            | 2,647,071            | 275,449             | 857,975             | 256,977             |
| Depreciation          | 67,800               | 2,400                | -                    | 65,400               | -                   | -                   | -                   |
| Interest              | -                    | -                    | -                    | -                    | -                   | -                   | -                   |
| <b>Total Expenses</b> | <b>\$120,897,736</b> | <b>\$ 70,942,436</b> | <b>\$ 12,666,264</b> | <b>\$ 24,979,290</b> | <b>\$ 2,442,021</b> | <b>\$ 7,890,356</b> | <b>\$ 1,977,368</b> |

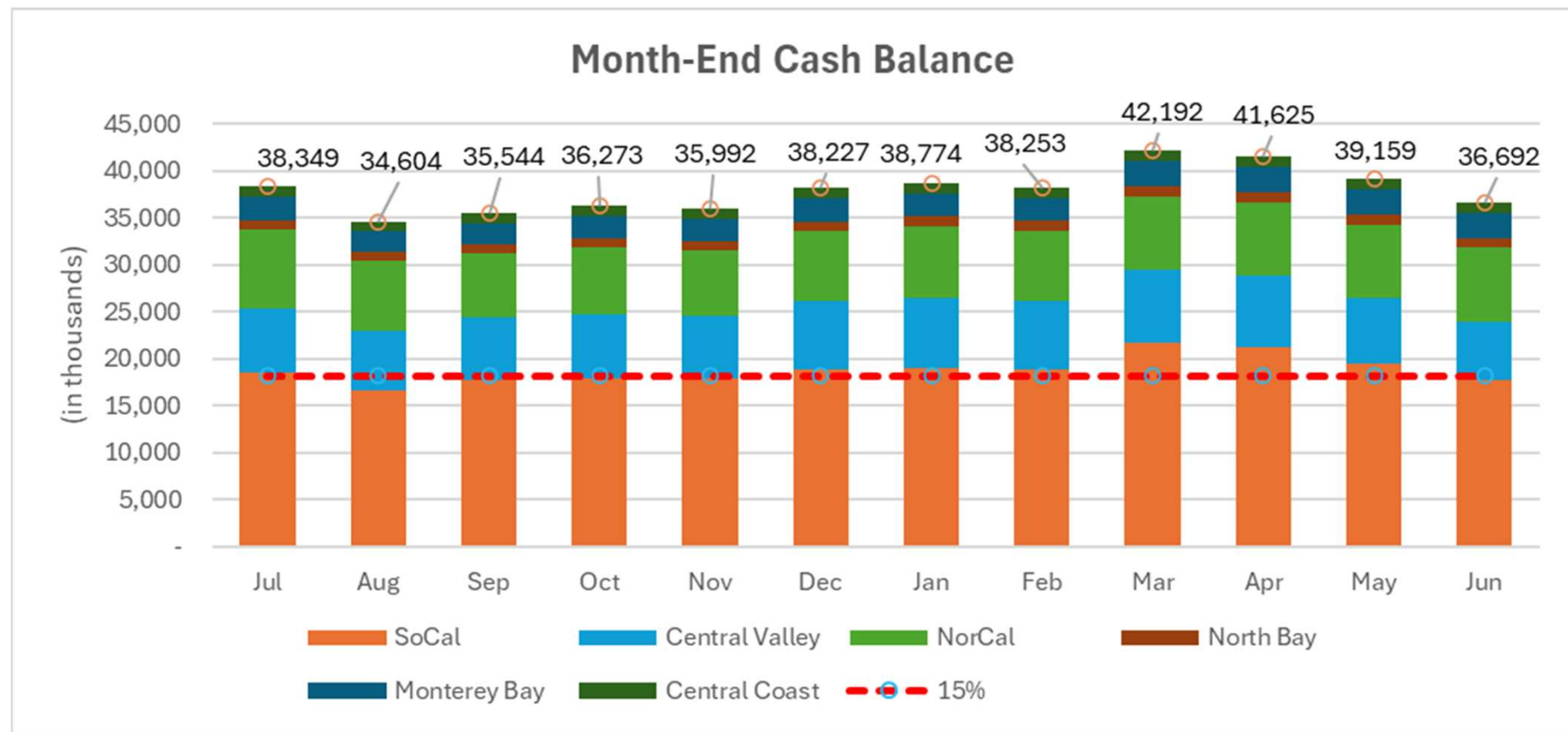
# Surplus and Fund Balance

- Fund balances and surpluses within state and authorizer requirements
- Fund balance subject to change in anticipation of June 2024 financial close

|                                  | TOTAL                | SoCal                | Central Valley      | NorCal               | North Bay           | Monterey Bay        | Central Coast     |
|----------------------------------|----------------------|----------------------|---------------------|----------------------|---------------------|---------------------|-------------------|
| <b>Total Surplus (Deficit)</b>   | \$ 3,619,133         | \$ 2,317,706         | \$ 377,578          | \$ 654,521           | \$ 56,457           | \$ 178,357          | \$ 34,514         |
| <b>Beginning Fund Balance</b>    | 51,980,930           | 25,647,756           | 4,542,423           | 18,600,497           | 1,148,985           | 1,491,881           | 549,389           |
| <b>Ending Fund Balance</b>       | <b>\$ 55,600,063</b> | <b>\$ 27,965,461</b> | <b>\$ 4,920,001</b> | <b>\$ 19,255,018</b> | <b>\$ 1,205,442</b> | <b>\$ 1,670,238</b> | <b>\$ 583,903</b> |
| <i>As a % of Annual Expenses</i> | 46%                  | 39%                  | 39%                 | 77%                  | 49%                 | 21%                 | 30%               |

# Cash Balance

- Strong cash balance for each monthly close
- No factoring built into budget
- Low point in August





# Three Year Forecasts

- **Revenue:** Next year is an increase from current year and projected to grow annually through FY27.
- **Expenses:** FY25 expected to increase 3% YOY as staff increases are offset by Pearson savings. Subsequent expense costs are expected to rise at a standard 2% COLA.
- **Surplus & Cash:** Positive and balanced across all three years

|                                 | 2024-25               | 2025-26               | 2026-27               |
|---------------------------------|-----------------------|-----------------------|-----------------------|
|                                 | Budget                | Forecast              | Forecast              |
| <b>Assumptions</b>              |                       |                       |                       |
| LCFF COLA                       | 1.07%                 | 2.93%                 | 3.08%                 |
| Enrollment                      | 8,499                 | 8,499                 | 8,499                 |
| Average Daily Attendance        | 8,329                 | 8,329.08              | 8,329.08              |
| <b>Total Revenue</b>            | <b>\$ 124,516,869</b> | <b>\$ 127,372,158</b> | <b>\$ 129,926,640</b> |
| <b>Total Expenses</b>           | <b>\$ 120,897,736</b> | <b>\$ 123,332,462</b> | <b>\$ 125,796,219</b> |
| <b>Surplus (Deficit)</b>        | <b>\$ 3,619,133</b>   | <b>\$ 4,039,696</b>   | <b>\$ 4,130,421</b>   |
|                                 | 3%                    | 3%                    | 3%                    |
| Fund Balance, Beginning of Year | \$ 51,980,930         | \$ 55,600,063         | \$ 59,639,760         |
| Fund Balance, End of Year       | \$ 55,600,063         | \$ 59,639,760         | \$ 63,770,181         |
|                                 | 46.0%                 | 48.4%                 | 50.7%                 |

# Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 24-25

**SoCal FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|  | 2024-25              | 2025-26              | 2026-27              |
|--|----------------------|----------------------|----------------------|
|  | Budget               | Forecast             | Forecast             |
| <b>Assumptions</b>                       |                      |                      |                      |
| LCFF COLA                                | 1.07%                | 2.93%                | 3.08%                |
| Non-LCFF Revenue COLA                    | n/a                  | 0.00%                | 0.00%                |
| Expense COLA                             | 2.00%                | 2.00%                | 2.00%                |
| Enrollment                               | 5,020                | 5,020                | 5,020                |
| Average Daily Attendance                 | 4,919.64             | 4,919.64             | 4,919.64             |
| <b>Revenues</b>                          |                      |                      |                      |
| <b>State Aid - Revenue Limit</b>         |                      |                      |                      |
| 8011 LCFF State Aid                      | \$ 17,786,476        | \$ 19,780,592        | \$ 21,775,768        |
| 8012 Education Protection Account        | 983,928              | 983,928              | 983,928              |
| 8019 State Aid - Prior Year              | -                    | -                    | -                    |
| 8096 In Lieu of Property Taxes           | 44,004,371           | 44,004,371           | 44,004,371           |
|  | 62,774,775           | 64,768,891           | 66,764,066           |
| <b>Federal Revenue</b>                   |                      |                      |                      |
| 8181 Special Education - Entitlement     | 639,553              | 639,553              | 639,553              |
| 8290 Title I, Part A - Basic Low Income  | 772,825              | 772,825              | 772,825              |
| 8291 Title II, Part A - Teacher Quality  | 138,384              | 138,384              | 138,384              |
| 8297 Title IV                            | 61,655               | 61,655               | 61,655               |
| 8296 Other Federal Revenue               | -                    | -                    | -                    |
| 8299 Prior Year Federal Revenue          | -                    | -                    | -                    |
|  | 1,612,417            | 1,612,417            | 1,612,417            |
| <b>Other State Revenue</b>               |                      |                      |                      |
| 8311 State Special Education             | 4,410,409            | 4,410,409            | 4,410,409            |
| 8550 Mandated Cost                       | 177,172              | 176,373              | 177,102              |
| 8560 State Lottery                       | 1,224,991            | 1,224,991            | 1,224,991            |
| 8598 Prior Year Revenue                  | -                    | -                    | -                    |
| 8599 Other State Revenue                 | 2,995,982            | 2,605,164            | 2,095,982            |
|  | 8,808,554            | 8,416,937            | 7,908,484            |
| <b>Other Local Revenue</b>               |                      |                      |                      |
| 8660 Interest Revenue                    | 64,395               | 64,395               | 64,395               |
|  | 64,395               | 64,395               | 64,395               |
| <b>Total Revenue</b>                     | <b>\$ 73,260,142</b> | <b>\$ 74,862,641</b> | <b>\$ 76,349,363</b> |
| <b>Expenses</b>                          |                      |                      |                      |
| <b>Certificated Salaries</b>             |                      |                      |                      |
| 1100 Teachers' Salaries                  | 20,865,670           | 21,282,984           | 21,708,643           |
| 1175 Teachers' Extra Duty/Stipends       | 6,197,178            | 6,321,122            | 6,447,544            |
| 1200 Pupil Support Salaries              | 2,253,684            | 2,298,757            | 2,344,732            |
| 1300 Administrators' Salaries            | 2,879,798            | 2,937,394            | 2,996,142            |
|  | 32,196,330           | 32,840,257           | 33,497,062           |
| <b>Classified Salaries</b>               |                      |                      |                      |
| 2100 Instructional Salaries              | 154,153              | 157,236              | 160,381              |
| 2200 Support Salaries                    | -                    | -                    | -                    |
| 2300 Classified Administrators' Salaries | 444,123              | 453,005              | 462,065              |
| 2400 Clerical and Office Staff Salaries  | 137,319              | 140,066              | 142,867              |
|  | 735,595              | 750,307              | 765,313              |
| <b>Benefits</b>                          |                      |                      |                      |
| 3101 STRS                                | 6,149,499            | 6,272,489            | 6,397,939            |
| 3301 OASDI                               | 31,671               | 38,766               | 39,541               |
| 3311 Medicare                            | 473,964              | 485,250              | 494,955              |
| 3401 Health and Welfare                  | 3,679,650            | 3,753,243            | 3,828,308            |
| 3501 State Unemployment                  | 238,630              | 238,630              | 238,630              |
| 3601 Workers' Compensation               | 457,621              | 468,517              | 477,888              |
| 3901 Other Benefits                      | 261,347              | 267,570              | 272,921              |
|  | 11,292,382           | 11,524,465           | 11,750,182           |

**SoCal FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|   | 2024-25              | 2025-26              | 2026-27              |
|---|----------------------|----------------------|----------------------|
|   | Budget               | Forecast             | Forecast             |
| <b>Books and Supplies</b>                   |                      |                      |                      |
| 4100 Textbooks and Core Curricula           | 611,400              | 623,628              | 636,101              |
| 4200 Books and Other Materials              | 3,765,400            | 3,840,708            | 3,917,522            |
| 4302 School Supplies                        | 126,900              | 129,438              | 132,027              |
| 4305 Software                               | 4,765,100            | 4,860,402            | 4,957,610            |
| 4310 Office Expense                         | 141,300              | 144,126              | 147,009              |
| 4311 Business Meals                         | 38,900               | 39,678               | 40,472               |
| 4400 Noncapitalized Equipment               | 1,766,400            | 1,801,728            | 1,837,763            |
|   | 11,215,400           | 11,439,708           | 11,668,502           |
| <b>Subagreement Services</b>                |                      |                      |                      |
| 5102 Special Education                      | 4,506,100            | 4,596,222            | 4,688,146            |
| 5103 Substitute Teacher                     | 122,200              | 124,644              | 127,137              |
| 5106 Other Educational Consultants          | 692,500              | 706,350              | 720,477              |
| 5107 Instructional Services                 | 327,700              | 334,254              | 340,939              |
|   | 5,648,500            | 5,761,470            | 5,876,699            |
| <b>Operations and Housekeeping</b>          |                      |                      |                      |
| 5201 Auto and Travel                        | 281,700              | 287,334              | 293,081              |
| 5300 Dues & Memberships                     | 129,800              | 132,396              | 135,044              |
| 5400 Insurance                              | 123,600              | 126,072              | 128,593              |
| 5501 Utilities                              | 25,800               | 26,316               | 26,842               |
| 5502 Janitorial Services                    | 20,000               | 20,400               | 20,808               |
| 5900 Communications                         | 35,200               | 35,904               | 36,622               |
| 5901 Postage and Shipping                   | 148,300              | 151,266              | 154,291              |
|   | 764,400              | 779,688              | 795,282              |
| <b>Facilities, Repairs and Other Leases</b> |                      |                      |                      |
| 5601 Rent                                   | 411,700              | 419,934              | 428,333              |
| 5602 Additional Rent                        | 145,300              | 148,206              | 151,170              |
| 5603 Equipment Leases                       | 17,000               | 17,340               | 17,687               |
| 5604 Other Leases                           | 161,400              | 164,628              | 167,921              |
| 5610 Repairs and Maintenance                | 11,400               | 11,628               | 11,861               |
|   | 746,800              | 761,736              | 776,971              |
| <b>Professional/Consulting Services</b>     |                      |                      |                      |
| 5801 IT                                     | 2,357,600            | 2,404,752            | 2,452,847            |
| 5802 Audit & Taxes                          | 177,600              | 181,152              | 184,775              |
| 5803 Legal                                  | 238,800              | 243,576              | 248,448              |
| 5804 Professional Development               | 825,200              | 841,704              | 858,538              |
| 5805 General Consulting                     | 1,320,500            | 1,346,910            | 1,373,848            |
| 5806 Special Activities/Field Trips         | 216,179              | 220,502              | 224,912              |
| 5807 Bank Charges                           | 4,200                | 4,284                | 4,370                |
| 5808 Printing                               | 1,800                | 1,836                | 1,873                |
| 5809 Other taxes and fees                   | 76,100               | 77,622               | 79,174               |
| 5810 Payroll Service Fee                    | -                    | -                    | -                    |
| 5811 Management Fee                         | 1,465,203            | 1,494,507            | 1,524,397            |
| 5812 District Oversight Fee                 | 627,748              | 647,689              | 667,641              |
| 5814 SPED Encroachment                      | -                    | -                    | -                    |
| 5815 Public Relations/Recruitment           | 1,029,700            | 1,050,294            | 1,071,300            |
|   | 8,340,629            | 8,514,828            | 8,692,122            |
| <b>Depreciation</b>                         |                      |                      |                      |
| 6900 Depreciation Expense                   | 2,400                | 2,448                | 2,497                |
|   | 2,400                | 2,448                | 2,497                |
| <b>Interest</b>                             |                      |                      |                      |
|   | -                    | -                    | -                    |
| <b>Total Expenses</b>                       | <b>\$ 70,942,436</b> | <b>\$ 72,374,906</b> | <b>\$ 73,824,630</b> |
| <b>Surplus (Deficit)</b>                    | <b>\$ 2,317,706</b>  | <b>\$ 2,487,734</b>  | <b>\$ 2,524,733</b>  |
|   | 3%                   | 3%                   | 3%                   |
| Fund Balance, Beginning of Year             | \$ 25,647,756        | \$ 27,965,461        | \$ 30,453,196        |
| Fund Balance, End of Year                   | \$ 27,965,461        | \$ 30,453,196        | \$ 32,977,929        |
|   | 39.4%                | 42.1%                | 44.7%                |

**SoCal FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|                                      | 2024-25              | 2025-26              | 2026-27              |
|--------------------------------------|----------------------|----------------------|----------------------|
|                                      | Budget               | Forecast             | Forecast             |
| <b>Cash Flow Adjustments</b>         |                      |                      |                      |
| Surplus (Deficit)                    | (4,211,218)          | (3,998,001)          | (4,086,082)          |
| Cash Flows From Operating Activities |                      |                      |                      |
| Depreciation/Amortization            | 2,400                | 2,448                | 2,497                |
| Public Funding Receivables           | 8,609,707            | 6,700,769            | 6,661,852            |
| Grants and Contributions Rec.        | -                    | -                    | -                    |
| Due To/From Related Parties          | -                    | -                    | -                    |
| Prepaid Expenses                     | -                    | -                    | -                    |
| Other Assets                         | -                    | -                    | -                    |
| Accounts Payable                     | (1,796,909)          | (171,845)            | (176,117)            |
| Accrued Expenses                     | -                    | -                    | -                    |
| Deferred Revenue                     | -                    | -                    | -                    |
| Other Liabilities                    | (2,062,500)          | (1,769,387)          | (1,387,500)          |
| Cash Flows From Investing Activities |                      |                      |                      |
| Purchases of Prop. And Equip.        | -                    | -                    | -                    |
| Notes Receivable                     | -                    | -                    | -                    |
| Cash Flows From Financing Activities |                      |                      |                      |
| Proceeds from Factoring              | -                    | -                    | -                    |
| Payments on Factoring                | -                    | -                    | -                    |
| Proceeds(Payments) on Debt           | -                    | -                    | -                    |
| Total Change in Cash                 | 541,480              | 763,985              | 1,014,650            |
| Cash, Beginning of Year              | 17,117,842           | 17,659,322           | 18,423,306           |
| <b>Cash, End of Year</b>             | <b>\$ 17,659,322</b> | <b>\$ 18,423,306</b> | <b>\$ 19,437,956</b> |

## SoCal FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 4919.64



|                           |                                     | Jul-24    | Aug-24    | Sep-24    | Oct-24    | Nov-24    | Dec-24    | Jan-25    | Feb-25    | Mar-25    | Apr-25    | May-25    | Jun-25    | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---------------------------|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|------------------|--------------------------|-------------------------|
| Revenues                  |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| State Aid - Revenue Limit |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 8011                      | LCFF State Aid                      | -         | 889,677   | 889,677   | 1,601,419 | 1,601,419 | 1,601,419 | 1,601,419 | 1,601,419 | 1,600,004 | 1,600,004 | 1,600,004 | 1,600,004 | 1,600,010            | 17,786,476       | 17,786,476               | -                       |
| 8012                      | Education Protection Account        | -         | -         | 245,982   | -         | -         | 245,982   | -         | -         | 245,982   | -         | -         | -         | 245,982              | 983,928          | 983,928                  | -                       |
| 8096                      | In Lieu of Property Taxes           | -         | 2,641,313 | 5,282,626 | 3,521,751 | 3,521,751 | 3,521,751 | 3,521,751 | 3,521,751 | 6,157,226 | 3,078,613 | 3,078,613 | 3,078,613 | 3,078,612            | 44,004,371       | 44,004,371               | -                       |
|                           |                                     | -         | 3,530,991 | 6,418,286 | 5,123,170 | 5,123,170 | 5,369,152 | 5,123,170 | 5,123,170 | 8,003,212 | 4,678,617 | 4,678,617 | 4,678,617 | 4,924,604            | 62,774,775       | 62,774,775               | -                       |
| Federal Revenue           |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 8181                      | Special Education - Entitlement     | -         | 31,990    | 31,990    | 57,583    | 57,583    | 57,583    | 57,583    | 57,583    | 57,532    | 57,532    | 57,532    | 57,532    | 57,532               | 639,553          | 639,553                  | -                       |
| 8290                      | Title I, Part A - Basic Low Income  | -         | -         | 193,206   | -         | -         | 579,619   | -         | -         | -         | -         | -         | -         | -                    | 772,825          | 772,825                  | -                       |
| 8291                      | Title II, Part A - Teacher Quality  | -         | -         | 34,596    | -         | -         | 103,788   | -         | -         | -         | -         | -         | -         | -                    | 138,384          | 138,384                  | -                       |
| 8294                      | Title IV                            | -         | -         | -         | -         | 61,655    | -         | -         | -         | -         | -         | -         | -         | -                    | 61,655           | 61,655                   | -                       |
|                           |                                     | -         | 31,990    | 259,793   | 57,583    | 119,238   | 740,989   | 57,583    | 57,583    | 57,532    | 57,532    | 57,532    | 57,532    | 57,532               | 1,612,417        | 1,612,417                | -                       |
| Other State Revenue       |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 8311                      | State Special Education             | -         | 220,608   | 220,608   | 397,095   | 397,095   | 397,095   | 397,095   | 397,095   | 396,744   | 396,744   | 396,744   | 396,744   | 396,744              | 4,410,409        | 4,410,409                | -                       |
| 8550                      | Mandated Cost                       | -         | -         | -         | -         | -         | 177,172   | -         | -         | -         | -         | -         | -         | -                    | 177,172          | 177,172                  | -                       |
| 8560                      | State Lottery                       | -         | -         | -         | -         | -         | -         | 306,370   | -         | -         | 306,370   | -         | -         | 612,252              | 1,224,991        | 1,224,991                | -                       |
| 8599                      | Other State Revenue                 | -         | 12,299    | 12,299    | 709,638   | 22,138    | 22,138    | 709,638   | 22,138    | 22,138    | 709,638   | 22,138    | 22,138    | 709,638              | 2,995,982        | 2,995,982                | -                       |
|                           |                                     | -         | 232,907   | 232,907   | 1,106,733 | 419,233   | 596,406   | 1,413,103 | 419,233   | 418,882   | 1,412,752 | 418,882   | 418,882   | 1,718,634            | 8,808,554        | 8,808,554                | -                       |
| Other Local Revenue       |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 8660                      | Interest Revenue                    | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | -                    | 64,395           | 64,395                   | -                       |
|                           |                                     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | 5,366     | -                    | 64,395           | 64,395                   | -                       |
| Total Revenue             |                                     | 5,366     | 3,801,254 | 6,916,352 | 6,292,852 | 5,667,007 | 6,711,914 | 6,599,222 | 5,605,352 | 8,484,992 | 6,154,267 | 5,160,397 | 5,160,397 | 6,700,769            | 73,260,142       | 73,260,142               | -                       |
| Expenses                  |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| Certificated Salaries     |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 1100                      | Teachers' Salaries                  | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | 1,738,806 | -                    | 20,865,670       | 20,865,670               | -                       |
| 1175                      | Teachers' Extra Duty/Stipends       | -         | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | 563,380   | -                    | 6,197,178        | 6,197,178                | -                       |
| 1200                      | Pupil Support Salaries              | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | 187,807   | -                    | 2,253,684        | 2,253,684                | -                       |
| 1300                      | Administrators' Salaries            | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | 239,983   | -                    | 2,879,798        | 2,879,798                | -                       |
|                           |                                     | 2,166,596 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | 2,729,976 | -                    | 32,196,330       | 32,196,330               | -                       |
| Classified Salaries       |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 2100                      | Instructional Salaries              | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 10,705    | 25,692               | 154,153          | 154,153                  | -                       |
| 2300                      | Classified Administrators' Salaries | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 30,842    | 74,020               | 444,123          | 444,123                  | -                       |
| 2400                      | Clerical and Office Staff Salaries  | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 9,536     | 22,887               | 137,319          | 137,319                  | -                       |
|                           |                                     | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 51,083    | 122,599              | 735,595          | 735,595                  | -                       |
| Benefits                  |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 3101                      | STRS                                | 413,820   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | 521,425   | -                    | 6,149,499        | 6,149,499                | -                       |
| 3301                      | OASDI                               | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | 2,639     | -                    | 31,671           | 31,671                   | -                       |
| 3311                      | Medicare                            | 32,037    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | 40,175    | -                    | 473,964          | 473,964                  | -                       |
| 3401                      | Health and Welfare                  | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | 306,638   | -                    | 3,679,650        | 3,679,650                | -                       |
| 3501                      | State Unemployment                  | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | 11,932    | -                    | 238,630          | 238,630                  | -                       |
| 3601                      | Workers' Compensation               | 30,932    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | 38,790    | -                    | 457,621          | 457,621                  | -                       |
| 3901                      | Other Benefits                      | 17,665    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | 22,153    | -                    | 261,347          | 261,347                  | -                       |
|                           |                                     | 815,662   | 943,752   | 943,752   | 943,752   | 943,752   | 943,752   | 991,478   | 979,546   | 955,683   | 943,752   | 943,752   | 943,752   | -                    | 11,292,382       | 11,292,382               | -                       |
| Books and Supplies        |                                     |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 4100                      | Textbooks and Core Materials        | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | 50,950    | -                    | 611,400          | 611,400                  | -                       |
| 4200                      | Books and Reference Materials       | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | 313,783   | -                    | 3,765,400        | 3,765,400                | -                       |
| 4302                      | School Supplies                     | -         | 1,037     | 1,650     | 196       | 655       | -         | -         | 2,030     | 275       | 7,349     | 56,853    | 56,853    | -                    | 126,900          | 126,900                  | -                       |
| 4305                      | Software                            | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | 397,092   | -                    | 4,765,100        | 4,765,100                | -                       |
| 4310                      | Office Expense                      | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | 11,775    | -                    | 141,300          | 141,300                  | -                       |
| 4311                      | Business Meals                      | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | 3,242     | -                    | 38,900           | 38,900                   | -                       |
| 4400                      | Noncapitalized Equipment            | -         | 14,432    | 22,974    | 2,734     | 9,113     | -         | -         | 28,262    | 3,834     | 102,301   | 791,375   | 791,375   | -                    | 1,766,400        | 1,766,400                | -                       |
|                           |                                     | 776,842   | 792,311   | 801,466   | 779,772   | 786,609   | 776,842   | 776,842   | 807,134   | 780,951   | 886,493   | 1,625,070 | 1,625,070 | -                    | 11,215,400       | 11,215,400               | -                       |

## SoCal FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 4919.64

|   | Jul-24             | Aug-24             | Sep-24           | Oct-24           | Nov-24           | Dec-24           | Jan-25           | Feb-25           | Mar-25           | Apr-25           | May-25             | Jun-25             | Year-End<br>Accruals | Annual<br>Budget  | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|----------------------|-------------------|--------------------------|-------------------------|
| <b>Subagreement Services</b>                |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                   |                          |                         |
| 5102 Special Education                      | 375,508            | 375,508            | 375,508          | 375,508          | 375,508          | 375,508          | 375,508          | 375,508          | 375,508          | 375,508          | 375,508            | 375,508            | -                    | 4,506,100         | 4,506,100                | -                       |
| 5103 Substitute Teacher                     | 10,183             | 10,183             | 10,183           | 10,183           | 10,183           | 10,183           | 10,183           | 10,183           | 10,183           | 10,183           | 10,183             | 10,183             | -                    | 122,200           | 122,200                  | -                       |
| 5106 Other Educational Consultants          | -                  | 5,658              | 9,007            | 1,072            | 3,573            | -                | -                | 11,080           | 1,503            | 40,106           | 310,251            | 310,251            | -                    | 692,500           | 692,500                  | -                       |
| 5107 Instructional Services                 | 27,308             | 27,308             | 27,308           | 27,308           | 27,308           | 27,308           | 27,308           | 27,308           | 27,308           | 27,308           | 27,308             | 27,308             | -                    | 327,700           | 327,700                  | -                       |
|   | 413,000            | 418,658            | 422,007          | 414,072          | 416,573          | 413,000          | 413,000          | 424,080          | 414,503          | 453,106          | 723,251            | 723,251            | -                    | 5,648,500         | 5,648,500                | -                       |
| <b>Operations and Housekeeping</b>          |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                   |                          |                         |
| 5201 Auto and Travel                        | 23,475             | 23,475             | 23,475           | 23,475           | 23,475           | 23,475           | 23,475           | 23,475           | 23,475           | 23,475           | 23,475             | 23,475             | -                    | 281,700           | 281,700                  | -                       |
| 5300 Dues & Memberships                     | 10,817             | 10,817             | 10,817           | 10,817           | 10,817           | 10,817           | 10,817           | 10,817           | 10,817           | 10,817           | 10,817             | 10,817             | -                    | 129,800           | 129,800                  | -                       |
| 5400 Insurance                              | 10,300             | 10,300             | 10,300           | 10,300           | 10,300           | 10,300           | 10,300           | 10,300           | 10,300           | 10,300           | 10,300             | 10,300             | -                    | 123,600           | 123,600                  | -                       |
| 5501 Utilities                              | 2,150              | 2,150              | 2,150            | 2,150            | 2,150            | 2,150            | 2,150            | 2,150            | 2,150            | 2,150            | 2,150              | 2,150              | -                    | 25,800            | 25,800                   | -                       |
| 5502 Janitorial Services                    | 1,667              | 1,667              | 1,667            | 1,667            | 1,667            | 1,667            | 1,667            | 1,667            | 1,667            | 1,667            | 1,667              | 1,667              | -                    | 20,000            | 20,000                   | -                       |
| 5900 Communications                         | 2,933              | 2,933              | 2,933            | 2,933            | 2,933            | 2,933            | 2,933            | 2,933            | 2,933            | 2,933            | 2,933              | 2,933              | -                    | 35,200            | 35,200                   | -                       |
| 5901 Postage and Shipping                   | 12,358             | 12,358             | 12,358           | 12,358           | 12,358           | 12,358           | 12,358           | 12,358           | 12,358           | 12,358           | 12,358             | 12,358             | -                    | 148,300           | 148,300                  | -                       |
|   | 63,700             | 63,700             | 63,700           | 63,700           | 63,700           | 63,700           | 63,700           | 63,700           | 63,700           | 63,700           | 63,700             | 63,700             | -                    | 764,400           | 764,400                  | -                       |
| <b>Facilities, Repairs and Other Leases</b> |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                   |                          |                         |
| 5601 Rent                                   | 34,308             | 34,308             | 34,308           | 34,308           | 34,308           | 34,308           | 34,308           | 34,308           | 34,308           | 34,308           | 34,308             | 34,308             | -                    | 411,700           | 411,700                  | -                       |
| 5602 Additional Rent                        | 12,108             | 12,108             | 12,108           | 12,108           | 12,108           | 12,108           | 12,108           | 12,108           | 12,108           | 12,108           | 12,108             | 12,108             | -                    | 145,300           | 145,300                  | -                       |
| 5603 Equipment Leases                       | 1,417              | 1,417              | 1,417            | 1,417            | 1,417            | 1,417            | 1,417            | 1,417            | 1,417            | 1,417            | 1,417              | 1,417              | -                    | 17,000            | 17,000                   | -                       |
| 5604 Other Leases                           | 13,450             | 13,450             | 13,450           | 13,450           | 13,450           | 13,450           | 13,450           | 13,450           | 13,450           | 13,450           | 13,450             | 13,450             | -                    | 161,400           | 161,400                  | -                       |
| 5610 Repairs and Maintenance                | 950                | 950                | 950              | 950              | 950              | 950              | 950              | 950              | 950              | 950              | 950                | 950                | -                    | 11,400            | 11,400                   | -                       |
|   | 62,233             | 62,233             | 62,233           | 62,233           | 62,233           | 62,233           | 62,233           | 62,233           | 62,233           | 62,233           | 62,233             | 62,233             | -                    | 746,800           | 746,800                  | -                       |
| <b>Professional/Consulting Services</b>     |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                   |                          |                         |
| 5801 IT                                     | 196,467            | 196,467            | 196,467          | 196,467          | 196,467          | 196,467          | 196,467          | 196,467          | 196,467          | 196,467          | 196,467            | 196,467            | -                    | 2,357,600         | 2,357,600                | -                       |
| 5802 Audit & Taxes                          | -                  | -                  | -                | 59,200           | 59,200           | 59,200           | -                | -                | -                | -                | -                  | -                  | -                    | 177,600           | 177,600                  | -                       |
| 5803 Legal                                  | 19,900             | 19,900             | 19,900           | 19,900           | 19,900           | 19,900           | 19,900           | 19,900           | 19,900           | 19,900           | 19,900             | 19,900             | -                    | 238,800           | 238,800                  | -                       |
| 5804 Professional Development               | 68,767             | 68,767             | 68,767           | 68,767           | 68,767           | 68,767           | 68,767           | 68,767           | 68,767           | 68,767           | 68,767             | 68,767             | -                    | 825,200           | 825,200                  | -                       |
| 5805 General Consulting                     | 110,042            | 110,042            | 110,042          | 110,042          | 110,042          | 110,042          | 110,042          | 110,042          | 110,042          | 110,042          | 110,042            | 110,042            | -                    | 1,320,500         | 1,320,500                | -                       |
| 5806 Special Activities/Field Trips         | -                  | 1,766              | 2,812            | 335              | 1,115            | -                | -                | 3,459            | 469              | 12,520           | 96,851             | 96,851             | -                    | 216,179           | 216,179                  | -                       |
| 5807 Bank Charges                           | 350                | 350                | 350              | 350              | 350              | 350              | 350              | 350              | 350              | 350              | 350                | 350                | -                    | 4,200             | 4,200                    | -                       |
| 5808 Printing                               | 150                | 150                | 150              | 150              | 150              | 150              | 150              | 150              | 150              | 150              | 150                | 150                | -                    | 1,800             | 1,800                    | -                       |
| 5809 Other taxes and fees                   | 6,342              | 6,342              | 6,342            | 6,342            | 6,342            | 6,342            | 6,342            | 6,342            | 6,342            | 6,342            | 6,342              | 6,342              | -                    | 76,100            | 76,100                   | -                       |
| 5811 Management Fee                         | 122,100            | 122,100            | 122,100          | 122,100          | 122,100          | 122,100          | 122,100          | 122,100          | 122,100          | 122,100          | 122,100            | 122,100            | -                    | 1,465,203         | 1,465,203                | -                       |
| 5812 District Oversight Fee                 | -                  | 35,310             | 64,183           | 51,232           | 51,232           | 53,692           | 51,232           | 51,232           | 80,032           | 46,786           | 46,786             | 46,786             | 49,246               | 627,748           | 627,748                  | -                       |
| 5815 Public Relations/Recruitment           | 85,808             | 85,808             | 85,808           | 85,808           | 85,808           | 85,808           | 85,808           | 85,808           | 85,808           | 85,808           | 85,808             | 85,808             | -                    | 1,029,700         | 1,029,700                | -                       |
|   | 609,925            | 647,001            | 676,920          | 720,691          | 721,472          | 722,817          | 661,157          | 664,616          | 690,427          | 669,231          | 753,563            | 753,563            | 49,246               | 8,340,629         | 8,340,629                | -                       |
| <b>Depreciation</b>                         |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                   |                          |                         |
| 6900 Depreciation Expense                   | 200                | 200                | 200              | 200              | 200              | 200              | 200              | 200              | 200              | 200              | 200                | 200                | -                    | 2,400             | 2,400                    | -                       |
|   | 200                | 200                | 200              | 200              | 200              | 200              | 200              | 200              | 200              | 200              | 200                | 200                | -                    | 2,400             | 2,400                    | -                       |
| <b>Interest</b>                             |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                   |                          |                         |
|   | -                  | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                  | -                  | -                    | -                 | -                        | -                       |
| <b>Total Expenses</b>                       | <b>4,959,241</b>   | <b>5,708,914</b>   | <b>5,751,337</b> | <b>5,765,479</b> | <b>5,775,598</b> | <b>5,763,602</b> | <b>5,749,668</b> | <b>5,782,568</b> | <b>5,748,756</b> | <b>5,859,774</b> | <b>6,952,827</b>   | <b>6,952,827</b>   | <b>171,845</b>       | <b>70,942,436</b> | <b>70,942,436</b>        | <b>-</b>                |
| <b>Monthly Surplus (Deficit)</b>            | <b>(4,953,875)</b> | <b>(1,907,660)</b> | <b>1,165,015</b> | <b>527,374</b>   | <b>(108,590)</b> | <b>948,311</b>   | <b>849,553</b>   | <b>(177,216)</b> | <b>2,736,236</b> | <b>294,492</b>   | <b>(1,792,430)</b> | <b>(1,792,430)</b> | <b>6,528,924</b>     | <b>2,317,706</b>  | <b>2,317,706</b>         | <b>-</b>                |
|   |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      | 3.2%              |                          |                         |

## SoCal FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 4919.64

## Cash Flow Adjustments

|                                      | 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<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|----------------------|------------------|--------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (4,953,875) | (1,907,660) | 1,165,015  | 527,374    | (108,590)  | 948,311    | 849,553    | (177,216)  | 2,736,236  | 294,492    | (1,792,430) | (1,792,430) | 6,528,924            | 2,317,706        | Cert.<br>64.0%           | Instr.<br>81.3%         |
| Cash flows from operating activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |                  | 17,605,988               | 931,936                 |
| Depreciation/Amortization            | 200         | 200         | 200        | 200        | 200        | 200        | 200        | 200        | 200        | 200        | 200         | 200         | -                    | 2,400            |                          |                         |
| Public Funding Receivables           | 8,182,584   | -           | -          | 311,918    | -          | -          | 115,205    | -          | -          | -          | -           | -           | (6,700,769)          | 1,908,938        |                          |                         |
| Grants and Contributions Rec.        | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Due To/From Related Parties          | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Prepaid Expenses                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Other Assets                         | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Accounts Payable                     | (1,796,909) | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | 171,845              | (1,625,064)      |                          | Pupil:Teacher Ratio     |
| Accrued Expenses                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                | 20.40                    |                         |
| Other Liabilities                    | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Deferred Revenue                     | -           | -           | -          | (687,500)  | -          | -          | (687,500)  | -          | -          | (687,500)  | -           | -           | (4,812,500)          | (6,875,000)      |                          |                         |
| Cash flows from investing activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |                  |                          |                         |
| Purchases of Prop. And Equip.        | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Notes Receivable                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Cash flows from financing activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |                  |                          |                         |
| Proceeds from Factoring              | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Payments on Factoring                | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Proceeds(Payments) on Debt           | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                |                          |                         |
| Total Change in Cash                 | 1,432,001   | (1,907,460) | 1,165,215  | 151,991    | (108,390)  | 948,511    | 277,459    | (177,016)  | 2,736,436  | (392,808)  | (1,792,230) | (1,792,230) |                      |                  |                          |                         |
| Cash, Beginning of Month             | 17,117,842  | 18,549,842  | 16,642,383 | 17,807,598 | 17,959,589 | 17,851,199 | 18,799,710 | 19,077,169 | 18,900,153 | 21,636,590 | 21,243,782  | 19,451,552  |                      |                  |                          |                         |
| Cash, End of Month                   | 18,549,842  | 16,642,383  | 17,807,598 | 17,959,589 | 17,851,199 | 18,799,710 | 19,077,169 | 18,900,153 | 21,636,590 | 21,243,782 | 19,451,552  | 17,659,322  |                      |                  |                          |                         |



## SoCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 4919.64

#### Revenues

##### State Aid - Revenue Limit

|      |                              |   |           |           |           |           |           |           |           |           |           |           |           |           |            |            |           |
|------|------------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|
| 8011 | LFFF State Aid               | - | 989,030   | 989,030   | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 1,780,253 | 19,780,592 | 17,786,476 | 1,994,116 |
| 8012 | Education Protection Account | - | -         | -         | 245,982   | -         | -         | 245,982   | -         | -         | 245,982   | -         | -         | 245,982   | 983,928    | 983,928    | -         |
| 8096 | In Lieu of Property Taxes    | - | 2,640,262 | 5,280,524 | 3,520,350 | 3,520,350 | 3,520,350 | 3,520,350 | 3,520,350 | 6,160,612 | 3,080,306 | 3,080,306 | 3,080,306 | 3,080,306 | 44,004,371 | 44,004,371 | -         |
|      |                              | - | 3,629,292 | 6,269,554 | 5,546,585 | 5,300,603 | 5,300,603 | 5,546,585 | 5,300,603 | 7,940,865 | 5,106,541 | 4,860,559 | 4,860,559 | 5,106,541 | 64,768,891 | 62,774,775 | 1,994,116 |

##### Federal Revenue

|      |                                    |   |        |         |        |        |         |        |        |         |        |        |        |         |           |           |   |
|------|------------------------------------|---|--------|---------|--------|--------|---------|--------|--------|---------|--------|--------|--------|---------|-----------|-----------|---|
| 8181 | Special Education - Entitlement    | - | 31,978 | 31,978  | 57,560 | 57,560 | 57,560  | 57,560 | 57,560 | 57,560  | 57,560 | 57,560 | 57,560 | 57,560  | 639,553   | 639,553   | - |
| 8290 | Title I, Part A - Basic Low Income | - | -      | 193,206 | -      | -      | 193,206 | -      | -      | 193,206 | -      | -      | -      | 193,206 | 772,825   | 772,825   | - |
| 8291 | Title II, Part A - Teacher Quality | - | -      | 34,596  | -      | -      | 34,596  | -      | -      | 34,596  | -      | -      | -      | 34,596  | 138,384   | 138,384   | - |
| 8294 | Title V, Part B - PCSG             | - | -      | 15,414  | -      | -      | 15,414  | -      | -      | 15,414  | -      | -      | 15,414 | -       | 61,655    | 61,655    | - |
|      |                                    | - | 31,978 | 275,194 | 57,560 | 57,560 | 300,776 | 57,560 | 57,560 | 300,776 | 57,560 | 57,560 | 72,974 | 285,362 | 1,612,417 | 1,612,417 | - |

##### Other State Revenue

|      |                         |   |         |         |         |           |         |         |         |         |           |         |         |           |           |           |           |
|------|-------------------------|---|---------|---------|---------|-----------|---------|---------|---------|---------|-----------|---------|---------|-----------|-----------|-----------|-----------|
| 8311 | State Special Education | - | 220,520 | 220,520 | 396,937 | 396,937   | 396,937 | 396,937 | 396,937 | 396,937 | 396,937   | 396,937 | 396,937 | 396,937   | 4,410,409 | 4,410,409 | -         |
| 8550 | Mandated Cost           | - | -       | -       | -       | -         | 176,373 | -       | -       | -       | -         | -       | -       | -         | 176,373   | 177,172   | (799)     |
| 8560 | State Lottery           | - | -       | -       | -       | -         | -       | 306,248 | -       | -       | 306,248   | -       | -       | -         | 1,224,991 | 1,224,991 | -         |
| 8599 | Other State Revenue     | - | -       | -       | -       | 1,693,357 | -       | -       | -       | -       | 651,291   | -       | -       | 260,516   | 2,605,164 | 2,995,982 | (390,818) |
|      |                         | - | 220,520 | 220,520 | 396,937 | 2,090,293 | 573,310 | 703,185 | 396,937 | 396,937 | 1,354,476 | 396,937 | 396,937 | 1,269,949 | 8,416,937 | 8,808,554 | (391,617) |

##### Other Local Revenue

|      |                  |       |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |   |
|------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|---|
| 8660 | Interest Revenue | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | - | 64,395 | 64,395 | - |
|      |                  | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | - | 64,395 | 64,395 | - |

#### Total Revenue

|  |  |       |           |           |           |           |           |           |           |           |           |           |           |           |            |            |           |
|--|--|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|
|  |  | 5,366 | 3,887,156 | 6,770,634 | 6,006,448 | 7,453,822 | 6,180,055 | 6,312,696 | 5,760,466 | 8,643,944 | 6,523,943 | 5,320,422 | 5,335,836 | 6,661,852 | 74,862,641 | 73,260,142 | 1,602,499 |
|--|--|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|

#### Expenses

##### Certificated Salaries

|      |                               |           |           |           |           |           |           |           |           |           |           |           |           |   |            |            |           |
|------|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|------------|------------|-----------|
| 1100 | Teachers' Salaries            | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | 1,773,582 | - | 21,282,984 | 20,865,670 | (417,313) |
| 1175 | Teachers' Extra Duty/Stipends | -         | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | 574,647   | - | 6,321,122  | 6,197,178  | (123,944) |
| 1200 | Pupil Support Salaries        | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | 191,563   | - | 2,298,757  | 2,253,684  | (45,074)  |
| 1300 | Administrators' Salaries      | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | 244,783   | - | 2,937,394  | 2,879,798  | (57,596)  |
|      |                               | 2,209,928 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | 2,784,575 | - | 32,840,257 | 32,196,330 | (643,927) |

##### Classified Salaries

|      |                                     |        |        |        |        |        |        |        |        |        |        |        |        |         |         |         |          |
|------|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|----------|
| 2100 | Instructional Salaries              | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 10,919 | 26,206  | 157,236 | 154,153 | (3,083)  |
| 2300 | Classified Administrators' Salaries | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 31,459 | 75,501  | 453,005 | 444,123 | (8,882)  |
| 2400 | Clerical and Office Staff Salaries  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 9,727  | 23,344  | 140,066 | 137,319 | (2,746)  |
|      |                                     | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 52,105 | 125,051 | 750,307 | 735,595 | (14,712) |

##### Benefits

|      |                       |         |         |         |         |         |           |         |         |         |         |         |         |   |            |            |           |
|------|-----------------------|---------|---------|---------|---------|---------|-----------|---------|---------|---------|---------|---------|---------|---|------------|------------|-----------|
| 3101 | STRS                  | 422,096 | 531,854 | 531,854 | 531,854 | 531,854 | 531,854   | 531,854 | 531,854 | 531,854 | 531,854 | 531,854 | 531,854 | - | 6,272,489  | 6,149,499  | (122,990) |
| 3301 | OASDI                 | 3,230   | 3,230   | 3,230   | 3,230   | 3,230   | 3,230     | 3,230   | 3,230   | 3,230   | 3,230   | 3,230   | 3,230   | - | 38,766     | 31,671     | (7,094)   |
| 3311 | Medicare              | 32,799  | 41,132  | 41,132  | 41,132  | 41,132  | 41,132    | 41,132  | 41,132  | 41,132  | 41,132  | 41,132  | 41,132  | - | 485,250    | 473,964    | (11,286)  |
| 3401 | Health and Welfare    | 312,770 | 312,770 | 312,770 | 312,770 | 312,770 | 312,770   | 312,770 | 312,770 | 312,770 | 312,770 | 312,770 | 312,770 | - | 3,753,243  | 3,679,650  | (73,593)  |
| 3501 | State Unemployment    | 11,932  | 11,932  | 11,932  | 11,932  | 11,932  | 11,932    | 59,658  | 47,726  | 23,863  | 11,932  | 11,932  | 11,932  | - | 238,630    | 238,630    | -         |
| 3601 | Workers' Compensation | 31,668  | 39,714  | 39,714  | 39,714  | 39,714  | 39,714    | 39,714  | 39,714  | 39,714  | 39,714  | 39,714  | 39,714  | - | 468,517    | 457,621    | (10,897)  |
| 3901 | Other Benefits        | 18,086  | 22,680  | 22,680  | 22,680  | 22,680  | 22,680    | 22,680  | 22,680  | 22,680  | 22,680  | 22,680  | 22,680  | - | 267,570    | 261,347    | (6,223)   |
|      |                       | 832,582 | 963,312 | 963,312 | 963,312 | 963,312 | 1,011,038 | 999,106 | 975,243 | 963,312 | 963,312 | 963,312 | 963,312 | - | 11,524,465 | 11,292,382 | (232,083) |

##### Books and Supplies

|      |                                  |         |         |         |         |         |         |         |         |         |         |           |           |   |            |            |           |
|------|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---|------------|------------|-----------|
| 4100 | Textbooks and Core Curricula Mat | 51,969  | 51,969  | 51,969  | 51,969  | 51,969  | 51,969  | 51,969  | 51,969  | 51,969  | 51,969  | 51,969    | 51,969    | - | 623,628    | 611,400    | (12,228)  |
| 4200 | Books and Other Reference Mater  | 320,059 | 320,059 | 320,059 | 320,059 | 320,059 | 320,059 | 320,059 | 320,059 | 320,059 | 320,059 | 320,059   | 320,059   | - | 3,840,708  | 3,765,400  | (75,308)  |
| 4302 | School Supplies                  | -       | 1,058   | 1,683   | 200     | 668     | -       | -       | 2,071   | 281     | 7,496   | 57,990    | 57,990    | - | 129,438    | 126,900    | (2,538)   |
| 4305 | Software                         | 405,034 | 405,034 | 405,034 | 405,034 | 405,034 | 405,034 | 405,034 | 405,034 | 405,034 | 405,034 | 405,034   | 405,034   | - | 4,860,402  | 4,765,100  | (95,302)  |
| 4310 | Office Expense                   | 12,011  | 12,011  | 12,011  | 12,011  | 12,011  | 12,011  | 12,011  | 12,011  | 12,011  | 12,011  | 12,011    | 12,011    | - | 144,126    | 141,300    | (2,826)   |
| 4311 | Business Meals                   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307   | 3,307     | 3,307     | - | 39,678     | 38,900     | (778)     |
| 4400 | Noncapitalized Equipment         | -       | 14,721  | 23,434  | 2,788   | 9,295   | -       | -       | 28,827  | 3,911   | 104,348 | 807,202   | 807,202   | - | 1,801,728  | 1,766,400  | (35,328)  |
|      |                                  | 792,379 | 808,157 | 817,496 | 795,367 | 802,341 | 792,379 | 792,379 | 823,277 | 796,570 | 904,222 | 1,657,571 | 1,657,571 | - | 11,439,708 | 11,215,400 | (224,308) |

**SoCal FY24-25 Budget****Monthly Cash Flow/Forecast FY25-26**

Revised 5/29/24

ADA = 4919.64

|   | Jul-25             | Aug-25             | Sep-25           | Oct-25           | Nov-25           | Dec-25           | Jan-26           | Feb-26           | Mar-26           | Apr-26           | May-26             | Jun-26             | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5102 Special Education                      | 383,019            | 383,019            | 383,019          | 383,019          | 383,019          | 383,019          | 383,019          | 383,019          | 383,019          | 383,019          | 383,019            | 383,019            | -                    | 4,596,222          | 4,506,100              | (90,122)                |
| 5103 Substitute Teacher                     | 10,387             | 10,387             | 10,387           | 10,387           | 10,387           | 10,387           | 10,387           | 10,387           | 10,387           | 10,387           | 10,387             | 10,387             | -                    | 124,644            | 122,200                | (2,444)                 |
| 5106 Other Educational Consultants          | -                  | 5,771              | 9,187            | 1,093            | 3,644            | -                | -                | 11,301           | 1,533            | 40,908           | 316,456            | 316,456            | -                    | 706,350            | 692,500                | (13,850)                |
| 5107 Instructional Services                 | 27,855             | 27,855             | 27,855           | 27,855           | 27,855           | 27,855           | 27,855           | 27,855           | 27,855           | 27,855           | 27,855             | 27,855             | -                    | 334,254            | 327,700                | (6,554)                 |
|   | 421,260            | 427,031            | 430,447          | 422,353          | 424,904          | 421,260          | 421,260          | 432,561          | 422,793          | 462,168          | 737,716            | 737,716            | -                    | 5,761,470          | 5,648,500              | (112,970)               |
| <b>Operations and Housekeeping</b>          |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 23,945             | 23,945             | 23,945           | 23,945           | 23,945           | 23,945           | 23,945           | 23,945           | 23,945           | 23,945           | 23,945             | 23,945             | -                    | 287,334            | 281,700                | (5,634)                 |
| 5300 Dues & Memberships                     | 11,033             | 11,033             | 11,033           | 11,033           | 11,033           | 11,033           | 11,033           | 11,033           | 11,033           | 11,033           | 11,033             | 11,033             | -                    | 132,396            | 129,800                | (2,596)                 |
| 5400 Insurance                              | 10,506             | 10,506             | 10,506           | 10,506           | 10,506           | 10,506           | 10,506           | 10,506           | 10,506           | 10,506           | 10,506             | 10,506             | -                    | 126,072            | 123,600                | (2,472)                 |
| 5501 Utilities                              | 2,193              | 2,193              | 2,193            | 2,193            | 2,193            | 2,193            | 2,193            | 2,193            | 2,193            | 2,193            | 2,193              | 2,193              | -                    | 26,316             | 25,800                 | (516)                   |
| 5502 Janitorial Services                    | 1,700              | 1,700              | 1,700            | 1,700            | 1,700            | 1,700            | 1,700            | 1,700            | 1,700            | 1,700            | 1,700              | 1,700              | -                    | 20,400             | 20,000                 | (400)                   |
| 5900 Communications                         | 2,992              | 2,992              | 2,992            | 2,992            | 2,992            | 2,992            | 2,992            | 2,992            | 2,992            | 2,992            | 2,992              | 2,992              | -                    | 35,904             | 35,200                 | (704)                   |
| 5901 Postage and Shipping                   | 12,606             | 12,606             | 12,606           | 12,606           | 12,606           | 12,606           | 12,606           | 12,606           | 12,606           | 12,606           | 12,606             | 12,606             | -                    | 151,266            | 148,300                | (2,966)                 |
|   | 64,974             | 64,974             | 64,974           | 64,974           | 64,974           | 64,974           | 64,974           | 64,974           | 64,974           | 64,974           | 64,974             | 64,974             | -                    | 779,688            | 764,400                | (15,288)                |
| <b>Facilities, Repairs and Other Leases</b> |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5601 Rent                                   | 34,995             | 34,995             | 34,995           | 34,995           | 34,995           | 34,995           | 34,995           | 34,995           | 34,995           | 34,995           | 34,995             | 34,995             | -                    | 419,934            | 411,700                | (8,234)                 |
| 5602 Additional Rent                        | 12,351             | 12,351             | 12,351           | 12,351           | 12,351           | 12,351           | 12,351           | 12,351           | 12,351           | 12,351           | 12,351             | 12,351             | -                    | 148,206            | 145,300                | (2,906)                 |
| 5603 Equipment Leases                       | 1,445              | 1,445              | 1,445            | 1,445            | 1,445            | 1,445            | 1,445            | 1,445            | 1,445            | 1,445            | 1,445              | 1,445              | -                    | 17,340             | 17,000                 | (340)                   |
| 5604 Other Leases                           | 13,719             | 13,719             | 13,719           | 13,719           | 13,719           | 13,719           | 13,719           | 13,719           | 13,719           | 13,719           | 13,719             | 13,719             | -                    | 164,628            | 161,400                | (3,228)                 |
| 5610 Repairs and Maintenance                | 969                | 969                | 969              | 969              | 969              | 969              | 969              | 969              | 969              | 969              | 969                | 969                | -                    | 11,628             | 11,400                 | (228)                   |
|   | 63,478             | 63,478             | 63,478           | 63,478           | 63,478           | 63,478           | 63,478           | 63,478           | 63,478           | 63,478           | 63,478             | 63,478             | -                    | 761,736            | 746,800                | (14,936)                |
| <b>Professional/Consulting Services</b>     |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5801 IT                                     | 200,396            | 200,396            | 200,396          | 200,396          | 200,396          | 200,396          | 200,396          | 200,396          | 200,396          | 200,396          | 200,396            | 200,396            | -                    | 2,404,752          | 2,357,600              | (47,152)                |
| 5802 Audit & Taxes                          | -                  | -                  | -                | 60,384           | 60,384           | 60,384           | -                | -                | -                | -                | -                  | -                  | -                    | 181,152            | 177,600                | (3,552)                 |
| 5803 Legal                                  | 20,298             | 20,298             | 20,298           | 20,298           | 20,298           | 20,298           | 20,298           | 20,298           | 20,298           | 20,298           | 20,298             | 20,298             | -                    | 243,576            | 238,800                | (4,776)                 |
| 5804 Professional Development               | 70,142             | 70,142             | 70,142           | 70,142           | 70,142           | 70,142           | 70,142           | 70,142           | 70,142           | 70,142           | 70,142             | 70,142             | -                    | 841,704            | 825,200                | (16,504)                |
| 5805 General Consulting                     | 112,243            | 112,243            | 112,243          | 112,243          | 112,243          | 112,243          | 112,243          | 112,243          | 112,243          | 112,243          | 112,243            | 112,243            | -                    | 1,346,910          | 1,320,500              | (26,410)                |
| 5806 Special Activities/Field Trips         | -                  | -                  | -                | -                | -                | -                | -                | 73,501           | 73,501           | 73,501           | -                  | -                  | -                    | 220,502            | 216,179                | (4,324)                 |
| 5807 Bank Charges                           | 357                | 357                | 357              | 357              | 357              | 357              | 357              | 357              | 357              | 357              | 357                | 357                | -                    | 4,284              | 4,200                  | (84)                    |
| 5808 Printing                               | 153                | 153                | 153              | 153              | 153              | 153              | 153              | 153              | 153              | 153              | 153                | 153                | -                    | 1,836              | 1,800                  | (36)                    |
| 5809 Other taxes and fees                   | 6,469              | 6,469              | 6,469            | 6,469            | 6,469            | 6,469            | 6,469            | 6,469            | 6,469            | 6,469            | 6,469              | 6,469              | -                    | 77,622             | 76,100                 | (1,522)                 |
| 5811 Management Fee                         | 124,542            | 124,542            | 124,542          | 124,542          | 124,542          | 124,542          | 124,542          | 124,542          | 124,542          | 124,542          | 124,542            | 124,542            | -                    | 1,494,507          | 1,465,203              | (29,304)                |
| 5812 District Oversight Fee                 | -                  | 36,293             | 62,696           | 55,466           | 53,006           | 53,006           | 55,466           | 53,006           | 79,409           | 51,065           | 48,606             | 48,606             | 51,065               | 647,689            | 627,748                | (19,941)                |
| 5815 Public Relations/Recruitment           | 87,525             | 87,525             | 87,525           | 87,525           | 87,525           | 87,525           | 87,525           | 87,525           | 87,525           | 87,525           | 87,525             | 87,525             | -                    | 1,050,294          | 1,029,700              | (20,594)                |
|   | 622,124            | 658,417            | 684,819          | 737,974          | 735,514          | 735,514          | 677,590          | 748,630          | 775,033          | 746,690          | 670,729            | 670,729            | 51,065               | 8,514,828          | 8,340,629              | (174,199)               |
| <b>Depreciation</b>                         |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 6900 Depreciation Expense                   | 204                | 204                | 204              | 204              | 204              | 204              | 204              | 204              | 204              | 204              | 204                | 204                | -                    | 2,448              | 2,400                  | (48)                    |
|   | 204                | 204                | 204              | 204              | 204              | 204              | 204              | 204              | 204              | 204              | 204                | 204                | -                    | 2,448              | 2,400                  | (48)                    |
| <b>Interest</b>                             |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
|   | -                  | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                  | -                  | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | <b>5,059,033</b>   | <b>5,822,253</b>   | <b>5,861,410</b> | <b>5,884,342</b> | <b>5,891,407</b> | <b>5,877,800</b> | <b>5,867,602</b> | <b>5,968,911</b> | <b>5,934,975</b> | <b>6,041,729</b> | <b>6,994,664</b>   | <b>6,994,664</b>   | <b>176,117</b>       | <b>72,374,906</b>  | <b>70,942,436</b>      | <b>(1,432,470)</b>      |
| <b>Monthly Surplus (Deficit)</b>            | <b>(5,053,667)</b> | <b>(1,935,097)</b> | <b>909,225</b>   | <b>122,106</b>   | <b>1,562,416</b> | <b>302,255</b>   | <b>445,094</b>   | <b>(208,445)</b> | <b>2,708,969</b> | <b>482,214</b>   | <b>(1,674,242)</b> | <b>(1,658,828)</b> | <b>6,485,735</b>     | <b>2,487,734</b>   | <b>2,317,706</b>       | <b>170,028</b>          |

## SoCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 4919.64

## Cash Flow Adjustments

|                                      | Jul-25      | Aug-25      | Sep-25     | Oct-25     | Nov-25     | Dec-25     | Jan-26     | Feb-26     | Mar-26     | Apr-26     | May-26      | Jun-26      | Year-End<br>Accruals |
|--------------------------------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|----------------------|
| Monthly Surplus (Deficit)            | (5,053,667) | (1,935,097) | 909,225    | 122,106    | 1,562,416  | 302,255    | 445,094    | (208,445)  | 2,708,969  | 482,214    | (1,674,242) | (1,658,828) | 6,485,735            |
| Cash flows from operating activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |
| Depreciation/Amortization            | 204         | 204         | 204        | 204        | 204        | 204        | 204        | 204        | 204        | 204        | 204         | 204         | -                    |
| Public Funding Receivables           | 4,924,604   | -           | 709,638    | -          | -          | 612,252    | 454,276    | -          | -          | -          | -           | -           | (6,661,852)          |
| Grants and Contributions Rec.        | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    |
| Due To/From Related Parties          | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    |
| Prepaid Expenses                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    |
| Other Assets                         | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    |
| Accounts Payable                     | (171,845)   | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | 176,117              |
| Accrued Expenses                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    |
| Other Liabilities                    | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    |
| Deferred Revenue                     | -           | -           | -          | (589,796)  | -          | -          | (589,796)  | -          | -          | (589,796)  | -           | -           | (4,128,569)          |
| 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                 | (300,704)   | (1,934,893) | 1,619,067  | (467,485)  | 1,562,620  | 914,710    | 309,778    | (208,241)  | 2,709,173  | (107,377)  | (1,674,038) | (1,658,624) |                      |
| Cash, Beginning of Month             | 17,659,322  | 17,358,618  | 15,423,725 | 17,042,792 | 16,575,307 | 18,137,927 | 19,052,637 | 19,362,415 | 19,154,173 | 21,863,346 | 21,755,969  | 20,081,931  |                      |
| Cash, End of Month                   | 17,358,618  | 15,423,725  | 17,042,792 | 16,575,307 | 18,137,927 | 19,052,637 | 19,362,415 | 19,154,173 | 21,863,346 | 21,755,969 | 20,081,931  | 18,423,306  |                      |

| Annual<br>Forecast |
|--------------------|
| 2,487,734          |
| 2,448              |
| 38,917             |
| -                  |
| -                  |
| -                  |
| -                  |
| 4,271              |
| -                  |
| -                  |
| (5,897,955)        |
| -                  |
| -                  |
| -                  |
| -                  |

| Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|------------------------|-------------------------|
|                        |                         |
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## SoCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 4919.64



## Revenues

## State Aid - Revenue Limit

8011 LCFF State Aid  
8012 Education Protection Account  
8096 In Lieu of Property Taxes

## Federal Revenue

8181 Special Education - Entitlement  
8290 Title I, Part A - Basic Low Income  
8291 Title II, Part A - Teacher Quality  
8294 Title V, Part B - PCSG

## Other State Revenue

8311 State Special Education  
8550 Mandated Cost  
8560 State Lottery  
8599 Other State Revenue

## Other Local Revenue

8660 Interest Revenue

## Total Revenue

## Expenses

## Certificated Salaries

1100 Teachers' Salaries  
1175 Teachers' Extra Duty/Stipends  
1200 Pupil Support Salaries  
1300 Administrators' Salaries

## Classified Salaries

2100 Instructional Salaries  
2300 Classified Administrators' Salaries  
2400 Clerical and Office Staff Salaries

## Benefits

3101 STRS  
3301 OASDI  
3311 Medicare  
3401 Health and Welfare  
3501 State Unemployment  
3601 Workers' Compensation  
3901 Other Benefits

## Books and Supplies

4100 Textbooks and Core Curricula Materials  
4200 Books and Other Reference Materials  
4302 School Supplies  
4305 Software  
4310 Office Expense  
4311 Business Meals  
4400 Noncapitalized Equipment

|   | Jul-26       | Aug-26           | Sep-26           | Oct-26           | Nov-26           | Dec-26           | Jan-27           | Feb-27           | Mar-27           | Apr-27           | May-27           | Jun-27           | Year-End Accruals | Annual Forecast   | Prior Year Forecast | Favorable / (Unfav.) |
|---|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| ADA = 4919.64                               |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| <b>Revenues</b>                             |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| <b>State Aid - Revenue Limit</b>            |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 8011 LCFF State Aid                         | -            | 1,088,788        | 1,088,788        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819        | 1,959,819         | 21,775,768        | 19,780,592          | 1,995,175            |
| 8012 Education Protection Account           | -            | -                | -                | 245,982          | -                | -                | 245,982          | -                | -                | 245,982          | -                | -                | 245,982           | 983,928           | 983,928             | -                    |
| 8096 In Lieu of Property Taxes              | -            | 2,640,262        | 5,280,524        | 3,520,350        | 3,520,350        | 3,520,350        | 3,520,350        | 3,520,350        | 6,160,612        | 3,080,306        | 3,080,306        | 3,080,306        | 3,080,306         | 44,004,371        | 44,004,371          | -                    |
|   | -            | 3,729,051        | 6,369,313        | 5,726,151        | 5,480,169        | 5,480,169        | 5,726,151        | 5,480,169        | 8,120,431        | 5,286,107        | 5,040,125        | 5,040,125        | 5,286,107         | 66,764,066        | 64,768,891          | 1,995,175            |
| <b>Federal Revenue</b>                      |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 8181 Special Education - Entitlement        | -            | 31,978           | 31,978           | 57,560           | 57,560           | 57,560           | 57,560           | 57,560           | 57,560           | 57,560           | 57,560           | 57,560           | 57,560            | 639,553           | 639,553             | -                    |
| 8290 Title I, Part A - Basic Low Income     | -            | -                | 193,206          | -                | -                | 193,206          | -                | -                | 193,206          | -                | -                | -                | 193,206           | 772,825           | 772,825             | -                    |
| 8291 Title II, Part A - Teacher Quality     | -            | -                | 34,596           | -                | -                | 34,596           | -                | -                | 34,596           | -                | -                | -                | 34,596            | 138,384           | 138,384             | -                    |
| 8294 Title V, Part B - PCSG                 | -            | -                | 15,414           | -                | -                | 15,414           | -                | -                | 15,414           | -                | -                | 15,414           | -                 | 61,655            | 61,655              | -                    |
|   | -            | 31,978           | 275,194          | 57,560           | 57,560           | 300,776          | 57,560           | 57,560           | 300,776          | 57,560           | 57,560           | 57,560           | 72,974            | 1,612,417         | 1,612,417           | -                    |
| <b>Other State Revenue</b>                  |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 8311 State Special Education                | -            | 220,520          | 220,520          | 396,937          | 396,937          | 396,937          | 396,937          | 396,937          | 396,937          | 396,937          | 396,937          | 396,937          | 396,937           | 4,410,409         | 4,410,409           | -                    |
| 8550 Mandated Cost                          | -            | -                | -                | -                | -                | 176,373          | -                | -                | -                | -                | -                | -                | 729               | 177,102           | 176,373             | 729                  |
| 8560 State Lottery                          | -            | -                | -                | -                | -                | -                | 306,248          | -                | -                | 306,248          | -                | -                | 612,495           | 1,224,991         | 1,224,991           | -                    |
| 8599 Other State Revenue                    | -            | -                | -                | -                | 1,362,388        | -                | -                | -                | -                | 523,996          | -                | -                | 209,598           | 2,095,982         | 2,605,164           | (509,182)            |
|   | -            | 220,520          | 220,520          | 396,937          | 1,759,325        | 573,310          | 703,185          | 396,937          | 396,937          | 1,227,180        | 396,937          | 396,937          | 1,219,759         | 7,908,484         | 8,416,937           | (508,453)            |
| <b>Other Local Revenue</b>                  |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 8660 Interest Revenue                       | 5,366        | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | -                 | 64,395            | 64,395              | -                    |
|   | 5,366        | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | 5,366            | -                 | 64,395            | 64,395              | -                    |
| <b>Total Revenue</b>                        | <b>5,366</b> | <b>3,986,915</b> | <b>6,870,393</b> | <b>6,186,014</b> | <b>7,302,420</b> | <b>6,359,621</b> | <b>6,492,261</b> | <b>5,940,032</b> | <b>8,823,510</b> | <b>6,576,213</b> | <b>5,499,988</b> | <b>5,515,402</b> | <b>6,791,228</b>  | <b>76,349,363</b> | <b>74,862,641</b>   | <b>1,486,722</b>     |
| <b>Expenses</b>                             |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| <b>Certificated Salaries</b>                |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 1100 Teachers' Salaries                     | 1,809,054    | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | 1,809,054        | -                 | 21,708,643        | 21,282,984          | (425,660)            |
| 1175 Teachers' Extra Duty/Stipends          | -            | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | 586,140          | -                 | 6,447,544         | 6,321,122           | (126,422)            |
| 1200 Pupil Support Salaries                 | 195,394      | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | 195,394          | -                 | 2,344,732         | 2,298,757           | (45,975)             |
| 1300 Administrators' Salaries               | 249,678      | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | 249,678          | -                 | 2,996,142         | 2,937,394           | (58,748)             |
|   | 2,254,126    | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | 2,840,267        | -                 | 33,497,062        | 32,840,257          | (656,805)            |
| <b>Classified Salaries</b>                  |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 2100 Instructional Salaries                 | 11,138       | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 11,138           | 26,730            | 160,381           | 157,236             | (3,145)              |
| 2300 Classified Administrators' Salaries    | 32,088       | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 32,088           | 77,011            | 462,065           | 453,005             | (9,060)              |
| 2400 Clerical and Office Staff Salaries     | 9,921        | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 9,921            | 23,811            | 142,867           | 140,066             | (2,801)              |
|   | 53,147       | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 53,147           | 127,552           | 765,313           | 750,307             | (15,006)             |
| <b>Benefits</b>                             |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 3101 STRS                                   | 430,538      | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | 542,491          | -                 | 6,397,939         | 6,272,489           | (125,450)            |
| 3301 OASDI                                  | 3,295        | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | 3,295            | -                 | 39,541            | 38,766              | (775)                |
| 3311 Medicare                               | 33,455       | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | 41,954           | -                 | 494,955           | 485,250             | (9,705)              |
| 3401 Health and Welfare                     | 319,026      | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | 319,026          | -                 | 3,828,308         | 3,753,243           | (75,065)             |
| 3501 State Unemployment                     | 11,932       | 11,932           | 11,932           | 11,932           | 11,932           | 11,932           | 59,658           | 47,726           | 23,863           | 11,932           | 11,932           | 11,932           | -                 | 238,630           | 238,630             | -                    |
| 3601 Workers' Compensation                  | 32,302       | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | 40,508           | -                 | 477,888           | 468,517             | (9,370)              |
| 3901 Other Benefits                         | 18,448       | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | 23,134           | -                 | 272,921           | 267,570             | (5,351)              |
|   | 848,995      | 982,339          | 982,339          | 982,339          | 982,339          | 982,339          | 1,030,065        | 1,018,134        | 994,271          | 982,339          | 982,339          | 982,339          | -                 | 11,750,182        | 11,524,465          | (225,717)            |
| <b>Books and Supplies</b>                   |              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                     |                      |
| 4100 Textbooks and Core Curricula Materials | 53,008       | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | 53,008           | -                 | 636,101           | 623,628             | (12,473)             |
| 4200 Books and Other Reference Materials    | 326,460      | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | 326,460          | -                 | 3,917,522         | 3,840,708           | (76,814)             |
| 4302 School Supplies                        | -            | 1,079            | 1,717            | 204              | 681              | -                | -                | 2,112            | 287              | 7,646            | 59,150           | 59,150           | -                 | 132,027           | 129,438             | (2,589)              |
| 4305 Software                               | 413,134      | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | 413,134          | -                 | 4,957,610         | 4,860,402           | (97,208)             |
| 4310 Office Expense                         | 12,251       | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | 12,251           | -                 | 147,009           | 144,126             | (2,883)              |
| 4311 Business Meals                         | 3,373        | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | 3,373            | -                 | 40,472            | 39,678              | (794)                |
| 4400 Noncapitalized Equipment               | -            | 15,015           | 23,902           | 2,844            | 9,481            | -                | -                | 29,404           | 3,989            | 106,434          | 823,346          | 823,346          | -                 | 1,837,763         | 1,801,728           | (36,035)             |
|   | 808,226      | 824,320          | 833,846          | 811,274          | 818,388          | 808,226          | 808,226          | 839,742          | 812,501          | 922,307          | 1,690,723        | 1,690,723        | -                 | 11,668,502        | 11,439,708          | (228,794)            |

## SoCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 4919.64



|   | Jul-26             | Aug-26             | Sep-26           | Oct-26           | Nov-26           | Dec-26           | Jan-27           | Feb-27           | Mar-27           | Apr-27           | May-27             | Jun-27             | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5102 Special Education                      | 390,679            | 390,679            | 390,679          | 390,679          | 390,679          | 390,679          | 390,679          | 390,679          | 390,679          | 390,679          | 390,679            | 390,679            | -                    | 4,688,146          | 4,596,222              | (91,924)                |
| 5103 Substitute Teacher                     | 10,595             | 10,595             | 10,595           | 10,595           | 10,595           | 10,595           | 10,595           | 10,595           | 10,595           | 10,595           | 10,595             | 10,595             | -                    | 127,137            | 124,644                | (2,493)                 |
| 5106 Other Educational Consultants          | -                  | 5,887              | 9,371            | 1,115            | 3,717            | -                | -                | 11,528           | 1,564            | 41,727           | 322,785            | 322,785            | -                    | 720,477            | 706,350                | (14,127)                |
| 5107 Instructional Services                 | 28,412             | 28,412             | 28,412           | 28,412           | 28,412           | 28,412           | 28,412           | 28,412           | 28,412           | 28,412           | 28,412             | 28,412             | -                    | 340,939            | 334,254                | (6,685)                 |
|   | 429,685            | 435,572            | 439,056          | 430,800          | 433,402          | 429,685          | 429,685          | 441,213          | 431,249          | 471,412          | 752,470            | 752,470            | -                    | 5,876,699          | 5,761,470              | (115,229)               |
| <b>Operations and Housekeeping</b>          |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 24,423             | 24,423             | 24,423           | 24,423           | 24,423           | 24,423           | 24,423           | 24,423           | 24,423           | 24,423           | 24,423             | 24,423             | -                    | 293,081            | 287,334                | (5,747)                 |
| 5300 Dues & Memberships                     | 11,254             | 11,254             | 11,254           | 11,254           | 11,254           | 11,254           | 11,254           | 11,254           | 11,254           | 11,254           | 11,254             | 11,254             | -                    | 135,044            | 132,396                | (2,648)                 |
| 5400 Insurance                              | 10,716             | 10,716             | 10,716           | 10,716           | 10,716           | 10,716           | 10,716           | 10,716           | 10,716           | 10,716           | 10,716             | 10,716             | -                    | 128,593            | 126,072                | (2,521)                 |
| 5501 Utilities                              | 2,237              | 2,237              | 2,237            | 2,237            | 2,237            | 2,237            | 2,237            | 2,237            | 2,237            | 2,237            | 2,237              | 2,237              | -                    | 26,842             | 26,316                 | (526)                   |
| 5502 Janitorial Services                    | 1,734              | 1,734              | 1,734            | 1,734            | 1,734            | 1,734            | 1,734            | 1,734            | 1,734            | 1,734            | 1,734              | 1,734              | -                    | 20,808             | 20,400                 | (408)                   |
| 5900 Communications                         | 3,052              | 3,052              | 3,052            | 3,052            | 3,052            | 3,052            | 3,052            | 3,052            | 3,052            | 3,052            | 3,052              | 3,052              | -                    | 36,622             | 35,904                 | (718)                   |
| 5901 Postage and Shipping                   | 12,858             | 12,858             | 12,858           | 12,858           | 12,858           | 12,858           | 12,858           | 12,858           | 12,858           | 12,858           | 12,858             | 12,858             | -                    | 154,291            | 151,266                | (3,025)                 |
|   | 66,273             | 66,273             | 66,273           | 66,273           | 66,273           | 66,273           | 66,273           | 66,273           | 66,273           | 66,273           | 66,273             | 66,273             | -                    | 795,282            | 779,688                | (15,594)                |
| <b>Facilities, Repairs and Other Leases</b> |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5601 Rent                                   | 35,694             | 35,694             | 35,694           | 35,694           | 35,694           | 35,694           | 35,694           | 35,694           | 35,694           | 35,694           | 35,694             | 35,694             | -                    | 428,333            | 419,934                | (8,399)                 |
| 5602 Additional Rent                        | 12,598             | 12,598             | 12,598           | 12,598           | 12,598           | 12,598           | 12,598           | 12,598           | 12,598           | 12,598           | 12,598             | 12,598             | -                    | 151,170            | 148,206                | (2,964)                 |
| 5603 Equipment Leases                       | 1,474              | 1,474              | 1,474            | 1,474            | 1,474            | 1,474            | 1,474            | 1,474            | 1,474            | 1,474            | 1,474              | 1,474              | -                    | 17,687             | 17,340                 | (347)                   |
| 5604 Other Leases                           | 13,993             | 13,993             | 13,993           | 13,993           | 13,993           | 13,993           | 13,993           | 13,993           | 13,993           | 13,993           | 13,993             | 13,993             | -                    | 167,921            | 164,628                | (3,293)                 |
| 5610 Repairs and Maintenance                | 988                | 988                | 988              | 988              | 988              | 988              | 988              | 988              | 988              | 988              | 988                | 988                | -                    | 11,861             | 11,628                 | (233)                   |
|   | 64,748             | 64,748             | 64,748           | 64,748           | 64,748           | 64,748           | 64,748           | 64,748           | 64,748           | 64,748           | 64,748             | 64,748             | -                    | 776,971            | 761,736                | (15,235)                |
| <b>Professional/Consulting Services</b>     |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 5801 IT                                     | 204,404            | 204,404            | 204,404          | 204,404          | 204,404          | 204,404          | 204,404          | 204,404          | 204,404          | 204,404          | 204,404            | 204,404            | -                    | 2,452,847          | 2,404,752              | (48,095)                |
| 5802 Audit & Taxes                          | -                  | -                  | -                | 61,592           | 61,592           | 61,592           | -                | -                | -                | -                | -                  | -                  | -                    | 184,775            | 181,152                | (3,623)                 |
| 5803 Legal                                  | 20,704             | 20,704             | 20,704           | 20,704           | 20,704           | 20,704           | 20,704           | 20,704           | 20,704           | 20,704           | 20,704             | 20,704             | -                    | 248,448            | 243,576                | (4,872)                 |
| 5804 Professional Development               | 71,545             | 71,545             | 71,545           | 71,545           | 71,545           | 71,545           | 71,545           | 71,545           | 71,545           | 71,545           | 71,545             | 71,545             | -                    | 858,538            | 841,704                | (16,834)                |
| 5805 General Consulting                     | 114,487            | 114,487            | 114,487          | 114,487          | 114,487          | 114,487          | 114,487          | 114,487          | 114,487          | 114,487          | 114,487            | 114,487            | -                    | 1,373,848          | 1,346,910              | (26,938)                |
| 5806 Special Activities/Field Trips         | -                  | -                  | -                | -                | -                | -                | -                | 74,971           | 74,971           | 74,971           | -                  | -                  | -                    | 224,912            | 220,502                | (4,410)                 |
| 5807 Bank Charges                           | 364                | 364                | 364              | 364              | 364              | 364              | 364              | 364              | 364              | 364              | 364                | 364                | -                    | 4,370              | 4,284                  | (86)                    |
| 5808 Printing                               | 156                | 156                | 156              | 156              | 156              | 156              | 156              | 156              | 156              | 156              | 156                | 156                | -                    | 1,873              | 1,836                  | (37)                    |
| 5809 Other taxes and fees                   | 6,598              | 6,598              | 6,598            | 6,598            | 6,598            | 6,598            | 6,598            | 6,598            | 6,598            | 6,598            | 6,598              | 6,598              | -                    | 79,174             | 77,622                 | (1,552)                 |
| 5811 Management Fee                         | 127,033            | 127,033            | 127,033          | 127,033          | 127,033          | 127,033          | 127,033          | 127,033          | 127,033          | 127,033          | 127,033            | 127,033            | -                    | 1,524,397          | 1,494,507              | (29,890)                |
| 5812 District Oversight Fee                 | -                  | 37,291             | 63,693           | 57,262           | 54,802           | 54,802           | 57,262           | 54,802           | 81,204           | 52,861           | 50,401             | 50,401             | 52,861               | 667,641            | 647,689                | (19,952)                |
| 5815 Public Relations/Recruitment           | 89,275             | 89,275             | 89,275           | 89,275           | 89,275           | 89,275           | 89,275           | 89,275           | 89,275           | 89,275           | 89,275             | 89,275             | -                    | 1,071,300          | 1,050,294              | (21,006)                |
|   | 634,566            | 671,857            | 698,259          | 753,419          | 750,960          | 750,960          | 691,828          | 764,339          | 790,741          | 762,398          | 684,967            | 684,967            | 52,861               | 8,692,122          | 8,514,828              | (177,295)               |
| <b>Depreciation</b>                         |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
| 6900 Depreciation Expense                   | 208                | 208                | 208              | 208              | 208              | 208              | 208              | 208              | 208              | 208              | 208                | 208                | -                    | 2,497              | 2,448                  | (49)                    |
|   | 208                | 208                | 208              | 208              | 208              | 208              | 208              | 208              | 208              | 208              | 208                | 208                | -                    | 2,497              | 2,448                  | (49)                    |
| <b>Interest</b>                             |                    |                    |                  |                  |                  |                  |                  |                  |                  |                  |                    |                    |                      |                    |                        |                         |
|   | -                  | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                  | -                  | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | <b>5,159,975</b>   | <b>5,938,731</b>   | <b>5,978,143</b> | <b>6,002,476</b> | <b>6,009,732</b> | <b>5,995,853</b> | <b>5,984,447</b> | <b>6,088,070</b> | <b>6,053,405</b> | <b>6,163,099</b> | <b>7,135,142</b>   | <b>7,135,142</b>   | <b>180,413</b>       | <b>73,824,630</b>  | <b>72,374,906</b>      | <b>(1,449,724)</b>      |
| <b>Monthly Surplus (Deficit)</b>            | <b>(5,154,609)</b> | <b>(1,951,816)</b> | <b>892,250</b>   | <b>183,538</b>   | <b>1,292,688</b> | <b>363,768</b>   | <b>507,814</b>   | <b>(148,039)</b> | <b>2,770,105</b> | <b>413,114</b>   | <b>(1,635,155)</b> | <b>(1,619,741)</b> | <b>6,610,815</b>     | <b>2,524,733</b>   | <b>2,487,734</b>       | <b>36,999</b>           |

**SoCal FY24-25 Budget****Monthly Cash Flow/Forecast FY26-27**

Revised 5/29/24

ADA = 4919.64

**Cash Flow Adjustments**

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-26      | Aug-26      | Sep-26     | Oct-26     | Nov-26     | Dec-26     | Jan-27     | Feb-27     | Mar-27     | Apr-27     | May-27      | Jun-27      | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|----------------------|--------------------|------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (5,154,609) | (1,951,816) | 892,250    | 183,538    | 1,292,688  | 363,768    | 507,814    | (148,039)  | 2,770,105  | 413,114    | (1,635,155) | (1,619,741) | 6,610,815            | 2,524,733          |                        |                         |
| Cash flows from operating activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |                    |                        |                         |
| Depreciation/Amortization            | 208         | 208         | 208        | 208        | 208        | 208        | 208        | 208        | 208        | 208        | 208         | 208         | -                    | 2,497              |                        |                         |
| Public Funding Receivables           | 5,106,541   | -           | 612,495    | -          | -          | -          | 942,815    | -          | -          | -          | -           | -           | (6,791,228)          | (129,376)          |                        |                         |
| Grants and Contributions Rec.        | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Due To/From Related Parties          | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Prepaid Expenses                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Other Assets                         | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Accounts Payable                     | (176,117)   | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | 180,413              | 4,297              |                        |                         |
| Accrued Expenses                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Other Liabilities                    | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Deferred Revenue                     | -           | -           | -          | (462,500)  | -          | -          | (462,500)  | -          | -          | (462,500)  | -           | -           | (3,237,500)          | (4,625,000)        |                        |                         |
| Cash flows from investing activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Notes Receivable                     | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Cash flows from financing activities |             |             |            |            |            |            |            |            |            |            |             |             |                      |                    |                        |                         |
| Proceeds from Factoring              | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Payments on Factoring                | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Proceeds(Payments) on Debt           | -           | -           | -          | -          | -          | -          | -          | -          | -          | -          | -           | -           | -                    | -                  |                        |                         |
| Total Change in Cash                 | (223,976)   | (1,951,608) | 1,504,954  | (278,754)  | 1,292,896  | 363,976    | 988,338    | (147,831)  | 2,770,313  | (49,178)   | (1,634,946) | (1,619,533) |                      |                    |                        |                         |
| Cash, Beginning of Month             | 18,423,306  | 18,199,330  | 16,247,722 | 17,752,676 | 17,473,922 | 18,766,818 | 19,130,794 | 20,119,131 | 19,971,300 | 22,741,613 | 22,692,435  | 21,057,489  |                      |                    |                        |                         |
| Cash, End of Month                   | 18,199,330  | 16,247,722  | 17,752,676 | 17,473,922 | 18,766,818 | 19,130,794 | 20,119,131 | 19,971,300 | 22,741,613 | 22,692,435 | 21,057,489  | 19,437,956  |                      |                    |                        |                         |

**Central Valley FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|  | 2024-25              | 2025-26              | 2026-27              |
|--|----------------------|----------------------|----------------------|
|  | Budget               | Forecast             | Forecast             |
| <b>Assumptions</b>                       |                      |                      |                      |
| LCFF COLA                                | 1.07%                | 2.93%                | 3.08%                |
| Non-LCFF Revenue COLA                    | n/a                  | 0.00%                | 0.00%                |
| Expense COLA                             | 2.00%                | 2.00%                | 2.00%                |
| Enrollment                               | 826.13               | 826.13               | 826.13               |
| Average Daily Attendance                 | 809.61               | 809.61               | 809.61               |
| <b>Revenues</b>                          |                      |                      |                      |
| <b>State Aid - Revenue Limit</b>         |                      |                      |                      |
| 8011 LCFF State Aid                      | \$ 7,799,332         | \$ 8,098,579         | \$ 8,363,097         |
| 8012 Education Protection Account        | 3,002,510            | 3,090,483            | 3,185,668            |
| 8019 State Aid - Prior Year              | -                    | -                    | -                    |
| 8096 In Lieu of Property Taxes           | 487,783              | 487,783              | 487,783              |
|  | <u>11,289,624</u>    | <u>11,676,845</u>    | <u>12,036,548</u>    |
| <b>Federal Revenue</b>                   |                      |                      |                      |
| 8181 Special Education - Entitlement     | 105,249              | 105,249              | 105,249              |
| 8290 Title I, Part A - Basic Low Income  | 143,239              | 143,239              | 143,239              |
| 8291 Title II, Part A - Teacher Quality  | 22,752               | 22,752               | 22,752               |
| 8294 Title V, Part B - PCSG              | 11,187               | 11,187               | 11,187               |
| 8296 Other Federal Revenue               | -                    | -                    | -                    |
| 8299 Prior Year Federal Revenue          | -                    | -                    | -                    |
|  | <u>282,427</u>       | <u>282,427</u>       | <u>282,427</u>       |
| <b>Other State Revenue</b>               |                      |                      |                      |
| 8311 State Special Education             | 725,808              | 725,808              | 725,808              |
| 8550 Mandated Cost                       | 28,252               | 28,051               | 28,253               |
| 8560 State Lottery                       | 201,593              | 201,593              | 201,593              |
| 8598 Prior Year Revenue                  | -                    | -                    | -                    |
| 8599 Other State Revenue                 | 516,137              | 415,481              | 340,481              |
|  | <u>1,471,790</u>     | <u>1,370,933</u>     | <u>1,296,135</u>     |
| <b>Other Local Revenue</b>               |                      |                      |                      |
| 8689 Other Fees and Contracts            | -                    | -                    | -                    |
|  | <u>-</u>             | <u>-</u>             | <u>-</u>             |
| <b>Total Revenue</b>                     | <b>\$ 13,043,841</b> | <b>\$ 13,330,206</b> | <b>\$ 13,615,110</b> |
| <b>Expenses</b>                          |                      |                      |                      |
| <b>Certificated Salaries</b>             |                      |                      |                      |
| 1100 Teachers' Salaries                  | 3,424,653            | 3,493,146            | 3,563,009            |
| 1175 Teachers' Extra Duty/Stipends       | 1,017,134            | 1,037,477            | 1,058,226            |
| 1200 Pupil Support Salaries              | 369,894              | 377,292              | 384,838              |
| 1300 Administrators' Salaries            | 472,657              | 482,110              | 491,753              |
|  | <u>5,284,338</u>     | <u>5,390,025</u>     | <u>5,497,826</u>     |
| <b>Classified Salaries</b>               |                      |                      |                      |
| 2100 Instructional Salaries              | 25,301               | 25,807               | 26,323               |
| 2200 Support Salaries                    | -                    | -                    | -                    |
| 2300 Classified Administrators' Salaries | 72,893               | 74,351               | 75,838               |
| 2400 Clerical and Office Staff Salaries  | 22,538               | 22,989               | 23,449               |
|  | <u>120,732</u>       | <u>123,147</u>       | <u>125,610</u>       |
| <b>Benefits</b>                          |                      |                      |                      |
| 3101 STRS                                | 1,009,309            | 1,029,495            | 1,050,085            |
| 3202 PERS                                | -                    | -                    | -                    |
| 3301 OASDI                               | 5,198                | 6,363                | 6,490                |
| 3311 Medicare                            | 77,791               | 79,643               | 81,236               |
| 3401 Health and Welfare                  | 611,207              | 623,431              | 635,899              |
| 3501 State Unemployment                  | 237,853              | 238,024              | 238,183              |
| 3601 Workers' Compensation               | 75,109               | 76,897               | 78,435               |
| 3901 Other Benefits                      | 42,895               | 43,916               | 44,794               |
|  | <u>2,059,361</u>     | <u>2,097,769</u>     | <u>2,135,123</u>     |

**Central Valley FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|   | 2024-25              | 2025-26              | 2026-27              |
|---|----------------------|----------------------|----------------------|
|   | Budget               | Forecast             | Forecast             |
| <b>Books and Supplies</b>                   |                      |                      |                      |
| 4100 Textbooks and Core Curricula           | 85,000               | 86,700               | 88,434               |
| 4200 Books and Other Materials              | 617,400              | 629,748              | 642,343              |
| 4302 School Supplies                        | 9,600                | 9,792                | 9,988                |
| 4305 Software                               | 734,400              | 749,088              | 764,070              |
| 4310 Office Expense                         | 19,200               | 19,584               | 19,976               |
| 4311 Business Meals                         | 5,800                | 5,916                | 6,034                |
| 4400 Noncapitalized Equipment               | 486,100              | 495,822              | 505,738              |
|   | 1,957,500            | 1,996,650            | 2,036,583            |
| <b>Subagreement Services</b>                |                      |                      |                      |
| 5102 Special Education                      | 847,400              | 864,348              | 881,635              |
| 5103 Substitute Teacher                     | 20,300               | 20,706               | 21,120               |
| 5106 Other Educational Consultants          | 793,200              | 809,064              | 825,245              |
| 5107 Instructional Services                 | 24,300               | 24,786               | 25,282               |
|   | 1,685,200            | 1,718,904            | 1,753,282            |
| <b>Operations and Housekeeping</b>          |                      |                      |                      |
| 5201 Auto and Travel                        | 500                  | 510                  | 520                  |
| 5300 Dues & Memberships                     | 19,500               | 19,890               | 20,288               |
| 5400 Insurance                              | 14,900               | 15,198               | 15,502               |
| 5501 Utilities                              | 600                  | 612                  | 624                  |
| 5502 Janitorial Services                    | 1,200                | 1,224                | 1,248                |
| 5900 Communications                         | 2,400                | 2,448                | 2,497                |
| 5901 Postage and Shipping                   | 27,000               | 27,540               | 28,091               |
|   | 66,100               | 67,422               | 68,770               |
| <b>Facilities, Repairs and Other Leases</b> |                      |                      |                      |
| 5601 Rent                                   | 8,200                | 8,364                | 8,531                |
| 5602 Additional Rent                        | 11,200               | 11,424               | 11,652               |
| 5603 Equipment Leases                       | 2,500                | 2,550                | 2,601                |
| 5604 Other Leases                           | 16,100               | 16,422               | 16,750               |
| 5610 Repairs and Maintenance                | 400                  | 408                  | 416                  |
|   | 38,400               | 39,168               | 39,951               |
| <b>Professional/Consulting Services</b>     |                      |                      |                      |
| 5801 IT                                     | 552,900              | 563,958              | 575,237              |
| 5802 Audit & Taxes                          | 62,400               | 63,648               | 64,921               |
| 5803 Legal                                  | 7,800                | 7,956                | 8,115                |
| 5804 Professional Development               | 110,300              | 112,506              | 114,756              |
| 5805 General Consulting                     | 174,020              | 177,500              | 181,050              |
| 5806 Special Activities/Field Trips         | 28,039               | 28,600               | 29,172               |
| 5807 Bank Charges                           | 1,100                | 1,122                | 1,144                |
| 5808 Printing                               | 300                  | 306                  | 312                  |
| 5809 Other taxes and fees                   | 8,100                | 8,262                | 8,427                |
| 5810 Payroll Service Fee                    | -                    | -                    | -                    |
| 5811 Management Fee                         | 260,877              | 266,094              | 271,416              |
| 5812 District Oversight Fee                 | 112,896              | 116,768              | 120,365              |
| 5814 SPED Encroachment                      | -                    | -                    | -                    |
| 5815 Public Relations/Recruitment           | 135,900              | 138,618              | 141,390              |
|   | 1,454,632            | 1,485,339            | 1,516,307            |
| <b>Depreciation</b>                         |                      |                      |                      |
|   | -                    | -                    | -                    |
| <b>Interest</b>                             |                      |                      |                      |
|   | -                    | -                    | -                    |
| <b>Total Expenses</b>                       | <b>\$ 12,666,264</b> | <b>\$ 12,918,424</b> | <b>\$ 13,173,452</b> |
| <b>Surplus (Deficit)</b>                    | <b>\$ 377,578</b>    | <b>\$ 411,782</b>    | <b>\$ 441,658</b>    |
|   | 3%                   | 3%                   | 3%                   |
| Fund Balance, Beginning of Year             | \$ 4,542,423         | \$ 4,920,001         | \$ 5,331,783         |
| Fund Balance, End of Year                   | \$ 4,920,001         | \$ 5,331,783         | \$ 5,773,441         |
|   | 38.8%                | 41.3%                | 43.8%                |



**Central Valley FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|                                      | 2024-25             | 2025-26             | 2026-27             |
|--------------------------------------|---------------------|---------------------|---------------------|
|                                      | Budget              | Forecast            | Forecast            |
| <b>Cash Flow Adjustments</b>         |                     |                     |                     |
| Surplus (Deficit)                    | (1,344,214)         | (1,346,612)         | (1,426,829)         |
| Cash Flows From Operating Activities |                     |                     | -                   |
| Depreciation/Amortization            | -                   | -                   | -                   |
| Public Funding Receivables           | 2,417,019           | 1,756,496           | 1,794,275           |
| Grants and Contributions Rec.        | -                   | -                   | -                   |
| Due To/From Related Parties          | -                   | -                   | -                   |
| Prepaid Expenses                     | -                   | -                   | -                   |
| Other Assets                         | -                   | -                   | -                   |
| Accounts Payable                     | -                   | (34,705)            | (35,881)            |
| Accrued Expenses                     | -                   | -                   | -                   |
| Deferred Revenue                     | -                   | -                   | -                   |
| Other Liabilities                    | (356,742)           | (281,250)           | (225,000)           |
| Cash Flows From Investing Activities |                     |                     |                     |
| Purchases of Prop. And Equip.        | -                   | -                   | -                   |
| Notes Receivable                     | -                   | -                   | -                   |
| Cash Flows From Financing Activities |                     |                     |                     |
| Proceeds from Factoring              | -                   | -                   | -                   |
| Payments on Factoring                | -                   | -                   | -                   |
| Proceeds(Payments) on Debt           | -                   | -                   | -                   |
| Total Change in Cash                 | 716,063             | 93,929              | 106,565             |
| Cash, Beginning of Year              | 5,627,376           | 6,343,439           | 6,437,368           |
| <b>Cash, End of Year</b>             | <b>\$ 6,343,439</b> | <b>\$ 6,437,368</b> | <b>\$ 6,543,933</b> |

## Central Valley FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 809.61



|  | Jul-24  | Aug-24  | Sep-24    | Oct-24  | Nov-24  | Dec-24    | Jan-25    | Feb-25  | Mar-25    | Apr-25    | May-25  | Jun-25  | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--|---------|---------|-----------|---------|---------|-----------|-----------|---------|-----------|-----------|---------|---------|----------------------|------------------|--------------------------|-------------------------|
| <b>Revenues</b>                          |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| <b>State Aid - Revenue Limit</b>         |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  | ADA = 809.61             |                         |
| 8011 LCFF State Aid                      | -       | 398,812 | 398,812   | 717,862 | 717,862 | 717,862   | 717,862   | 717,862 | 718,499   | 718,499   | 718,499 | 718,499 | 538,400              | 7,799,332        | 7,799,332                | -                       |
| 8012 Education Protection Account        | -       | -       | 705,601   | -       | -       | 705,601   | -         | -       | 705,601   | -         | -       | -       | 885,707              | 3,002,510        | 3,002,510                | -                       |
| 8096 In Lieu of Property Taxes           | -       | 29,255  | 58,511    | 39,007  | 39,007  | 39,007    | 39,007    | 39,007  | 68,327    | 34,164    | 34,164  | 34,164  | 34,164               | 487,783          | 487,783                  | -                       |
|  | -       | 428,067 | 1,162,924 | 756,869 | 756,869 | 1,462,470 | 756,869   | 756,869 | 1,492,428 | 752,663   | 752,663 | 752,663 | 1,458,270            | 11,289,624       | 11,289,624               | -                       |
| <b>Federal Revenue</b>                   |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| 8181 Special Education - Entitlement     | -       | 5,260   | 5,260     | 9,469   | 9,469   | 9,469     | 9,469     | 9,469   | 9,477     | 9,477     | 9,477   | 9,477   | 9,477                | 105,249          | 105,249                  | -                       |
| 8290 Title I, Part A - Basic Low Income  | -       | -       | 35,810    | -       | -       | 107,429   | -         | -       | -         | -         | -       | -       | -                    | 143,239          | 143,239                  | -                       |
| 8291 Title II, Part A - Teacher Quality  | -       | -       | 5,688     | -       | -       | 17,064    | -         | -       | -         | -         | -       | -       | -                    | 22,752           | 22,752                   | -                       |
| 8294 Title V, Part B - PCSG              | -       | -       | -         | -       | 11,187  | -         | -         | -       | -         | -         | -       | -       | -                    | 11,187           | 11,187                   | -                       |
|  | -       | 5,260   | 46,758    | 9,469   | 20,656  | 133,962   | 9,469     | 9,469   | 9,477     | 9,477     | 9,477   | 9,477   | 9,477                | 282,427          | 282,427                  | -                       |
| <b>Other State Revenue</b>               |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| 8311 State Special Education             | -       | 36,276  | 36,276    | 65,297  | 65,297  | 65,297    | 65,297    | 65,297  | 65,355    | 65,355    | 65,355  | 65,355  | 65,355               | 725,808          | 725,808                  | -                       |
| 8550 Mandated Cost                       | -       | -       | -         | -       | -       | 28,252    | -         | -       | -         | -         | -       | -       | -                    | 28,252           | 28,252                   | -                       |
| 8560 State Lottery                       | -       | -       | -         | -       | -       | -         | 50,378    | -       | -         | 50,378    | -       | -       | 100,837              | 201,593          | 201,593                  | -                       |
| 8599 Other State Revenue                 | -       | 2,024   | 2,024     | 122,557 | 3,643   | 3,643     | 122,557   | 3,643   | 3,643     | 122,557   | 3,643   | 3,643   | 122,557              | 516,137          | 516,137                  | -                       |
|  | -       | 38,300  | 38,300    | 187,854 | 68,940  | 97,191    | 238,232   | 68,940  | 68,998    | 238,290   | 68,998  | 68,998  | 288,749              | 1,471,790        | 1,471,790                | -                       |
| <b>Other Local Revenue</b>               |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
|  | -       | -       | -         | -       | -       | -         | -         | -       | -         | -         | -       | -       | -                    | -                | -                        | -                       |
| <b>Total Revenue</b>                     | -       | 471,628 | 1,247,982 | 954,192 | 846,465 | 1,693,623 | 1,004,570 | 835,278 | 1,570,903 | 1,000,430 | 831,138 | 831,138 | 1,756,496            | 13,043,841       | 13,043,841               | -                       |
| <b>Expenses</b>                          |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| <b>Certificated Salaries</b>             |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| 1100 Teachers' Salaries                  | 285,388 | 285,388 | 285,388   | 285,388 | 285,388 | 285,388   | 285,388   | 285,388 | 285,388   | 285,388   | 285,388 | 285,388 | -                    | 3,424,653        | 3,424,653                | -                       |
| 1175 Teachers' Extra Duty/Stipends       | -       | 92,467  | 92,467    | 92,467  | 92,467  | 92,467    | 92,467    | 92,467  | 92,467    | 92,467    | 92,467  | 92,467  | -                    | 1,017,134        | 1,017,134                | -                       |
| 1200 Pupil Support Salaries              | 30,824  | 30,824  | 30,824    | 30,824  | 30,824  | 30,824    | 30,824    | 30,824  | 30,824    | 30,824    | 30,824  | 30,824  | -                    | 369,894          | 369,894                  | -                       |
| 1300 Administrators' Salaries            | 39,388  | 39,388  | 39,388    | 39,388  | 39,388  | 39,388    | 39,388    | 39,388  | 39,388    | 39,388    | 39,388  | 39,388  | -                    | 472,657          | 472,657                  | -                       |
|  | 355,600 | 448,067 | 448,067   | 448,067 | 448,067 | 448,067   | 448,067   | 448,067 | 448,067   | 448,067   | 448,067 | 448,067 | -                    | 5,284,338        | 5,284,338                | -                       |
| <b>Classified Salaries</b>               |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| 2100 Instructional Salaries              | 1,757   | 1,757   | 1,757     | 1,757   | 1,757   | 1,757     | 1,757     | 1,757   | 1,757     | 1,757     | 1,757   | 1,757   | 4,217                | 25,301           | 25,301                   | -                       |
| 2300 Classified Administrators' Salaries | 5,062   | 5,062   | 5,062     | 5,062   | 5,062   | 5,062     | 5,062     | 5,062   | 5,062     | 5,062     | 5,062   | 5,062   | 12,149               | 72,893           | 72,893                   | -                       |
| 2400 Clerical and Office Staff Salaries  | 1,565   | 1,565   | 1,565     | 1,565   | 1,565   | 1,565     | 1,565     | 1,565   | 1,565     | 1,565     | 1,565   | 1,565   | 3,756                | 22,538           | 22,538                   | -                       |
|  | 8,384   | 8,384   | 8,384     | 8,384   | 8,384   | 8,384     | 8,384     | 8,384   | 8,384     | 8,384     | 8,384   | 8,384   | 20,122               | 120,732          | 120,732                  | -                       |
| <b>Benefits</b>                          |         |         |           |         |         |           |           |         |           |           |         |         |                      |                  |                          |                         |
| 3101 STRS                                | 67,920  | 85,581  | 85,581    | 85,581  | 85,581  | 85,581    | 85,581    | 85,581  | 85,581    | 85,581    | 85,581  | 85,581  | -                    | 1,009,309        | 1,009,309                | -                       |
| 3301 OASDI                               | 433     | 433     | 433       | 433     | 433     | 433       | 433       | 433     | 433       | 433       | 433     | 433     | -                    | 5,198            | 5,198                    | -                       |
| 3311 Medicare                            | 5,258   | 6,594   | 6,594     | 6,594   | 6,594   | 6,594     | 6,594     | 6,594   | 6,594     | 6,594     | 6,594   | 6,594   | -                    | 77,791           | 77,791                   | -                       |
| 3401 Health and Welfare                  | 50,934  | 50,934  | 50,934    | 50,934  | 50,934  | 50,934    | 50,934    | 50,934  | 50,934    | 50,934    | 50,934  | 50,934  | -                    | 611,207          | 611,207                  | -                       |
| 3501 State Unemployment                  | 11,893  | 11,893  | 11,893    | 11,893  | 11,893  | 11,893    | 59,463    | 47,571  | 23,785    | 11,893    | 11,893  | 11,893  | -                    | 237,853          | 237,853                  | -                       |
| 3601 Workers' Compensation               | 5,077   | 6,367   | 6,367     | 6,367   | 6,367   | 6,367     | 6,367     | 6,367   | 6,367     | 6,367     | 6,367   | 6,367   | -                    | 75,109           | 75,109                   | -                       |
| 3901 Other Benefits                      | 2,899   | 3,636   | 3,636     | 3,636   | 3,636   | 3,636     | 3,636     | 3,636   | 3,636     | 3,636     | 3,636   | 3,636   | -                    | 42,895           | 42,895                   | -                       |
|  | 144,414 | 165,437 | 165,437   | 165,437 | 165,437 | 165,437   | 213,008   | 201,115 | 177,330   | 165,437   | 165,437 | 165,437 | -                    | 2,059,361        | 2,059,361                | -                       |

## Central Valley FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 809.61



|   | Jul-24    | Aug-24    | Sep-24  | Oct-24  | Nov-24    | Dec-24  | Jan-25  | Feb-25    | Mar-25  | Apr-25    | May-25    | Jun-25    | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|-----------|-----------|---------|---------|-----------|---------|---------|-----------|---------|-----------|-----------|-----------|----------------------|------------------|--------------------------|-------------------------|
| <b>Books and Supplies</b>                   |           |           |         |         |           |         |         |           |         |           |           |           |                      |                  |                          |                         |
| 4100 Textbooks and Core Materials           | 7,083     | 7,083     | 7,083   | 7,083   | 7,083     | 7,083   | 7,083   | 7,083     | 7,083   | 7,083     | 7,083     | 7,083     | -                    | 85,000           | 85,000                   | -                       |
| 4200 Books and Reference Materials          | 51,450    | 51,450    | 51,450  | 51,450  | 51,450    | 51,450  | 51,450  | 51,450    | 51,450  | 51,450    | 51,450    | 51,450    | -                    | 617,400          | 617,400                  | -                       |
| 4302 School Supplies                        | -         | 177       | 35      | 34      | 112       | -       | -       | 73        | 64      | 1,636     | 3,735     | 3,735     | -                    | 9,600            | 9,600                    | -                       |
| 4305 Software                               | 61,200    | 61,200    | 61,200  | 61,200  | 61,200    | 61,200  | 61,200  | 61,200    | 61,200  | 61,200    | 61,200    | 61,200    | -                    | 734,400          | 734,400                  | -                       |
| 4310 Office Expense                         | 1,600     | 1,600     | 1,600   | 1,600   | 1,600     | 1,600   | 1,600   | 1,600     | 1,600   | 1,600     | 1,600     | 1,600     | -                    | 19,200           | 19,200                   | -                       |
| 4311 Business Meals                         | 483       | 483       | 483     | 483     | 483       | 483     | 483     | 483       | 483     | 483       | 483       | 483       | -                    | 5,800            | 5,800                    | -                       |
| 4400 Noncapitalized Equipment               | -         | 8,971     | 1,773   | 1,699   | 5,664     | -       | -       | 3,691     | 3,220   | 82,842    | 189,120   | 189,120   | -                    | 486,100          | 486,100                  | -                       |
|   | 121,817   | 130,965   | 123,624 | 123,549 | 127,593   | 121,817 | 121,817 | 125,581   | 125,100 | 206,294   | 314,672   | 314,672   | -                    | 1,957,500        | 1,957,500                | -                       |
| <b>Subagreement Services</b>                |           |           |         |         |           |         |         |           |         |           |           |           |                      |                  |                          |                         |
| 5102 Special Education                      | 70,617    | 70,617    | 70,617  | 70,617  | 70,617    | 70,617  | 70,617  | 70,617    | 70,617  | 70,617    | 70,617    | 70,617    | -                    | 847,400          | 847,400                  | -                       |
| 5103 Substitute Teacher                     | 1,692     | 1,692     | 1,692   | 1,692   | 1,692     | 1,692   | 1,692   | 1,692     | 1,692   | 1,692     | 1,692     | 1,692     | -                    | 20,300           | 20,300                   | -                       |
| 5106 Other Educational Consultants          | -         | 14,639    | 2,892   | 2,773   | 9,243     | -       | -       | 6,023     | 5,254   | 135,178   | 308,599   | 308,599   | -                    | 793,200          | 793,200                  | -                       |
| 5107 Instructional Services                 | 2,025     | 2,025     | 2,025   | 2,025   | 2,025     | 2,025   | 2,025   | 2,025     | 2,025   | 2,025     | 2,025     | 2,025     | -                    | 24,300           | 24,300                   | -                       |
|   | 74,333    | 88,972    | 77,226  | 77,106  | 83,576    | 74,333  | 74,333  | 80,356    | 79,588  | 209,511   | 382,933   | 382,933   | -                    | 1,685,200        | 1,685,200                | -                       |
| <b>Operations and Housekeeping</b>          |           |           |         |         |           |         |         |           |         |           |           |           |                      |                  |                          |                         |
| 5201 Auto and Travel                        | 42        | 42        | 42      | 42      | 42        | 42      | 42      | 42        | 42      | 42        | 42        | 42        | -                    | 500              | 500                      | -                       |
| 5300 Dues & Memberships                     | 1,625     | 1,625     | 1,625   | 1,625   | 1,625     | 1,625   | 1,625   | 1,625     | 1,625   | 1,625     | 1,625     | 1,625     | -                    | 19,500           | 19,500                   | -                       |
| 5400 Insurance                              | 1,242     | 1,242     | 1,242   | 1,242   | 1,242     | 1,242   | 1,242   | 1,242     | 1,242   | 1,242     | 1,242     | 1,242     | -                    | 14,900           | 14,900                   | -                       |
| 5501 Utilities                              | 50        | 50        | 50      | 50      | 50        | 50      | 50      | 50        | 50      | 50        | 50        | 50        | -                    | 600              | 600                      | -                       |
| 5502 Janitorial Services                    | 100       | 100       | 100     | 100     | 100       | 100     | 100     | 100       | 100     | 100       | 100       | 100       | -                    | 1,200            | 1,200                    | -                       |
| 5900 Communications                         | 200       | 200       | 200     | 200     | 200       | 200     | 200     | 200       | 200     | 200       | 200       | 200       | -                    | 2,400            | 2,400                    | -                       |
| 5901 Postage and Shipping                   | 2,250     | 2,250     | 2,250   | 2,250   | 2,250     | 2,250   | 2,250   | 2,250     | 2,250   | 2,250     | 2,250     | 2,250     | -                    | 27,000           | 27,000                   | -                       |
|   | 5,508     | 5,508     | 5,508   | 5,508   | 5,508     | 5,508   | 5,508   | 5,508     | 5,508   | 5,508     | 5,508     | 5,508     | -                    | 66,100           | 66,100                   | -                       |
| <b>Facilities, Repairs and Other Leases</b> |           |           |         |         |           |         |         |           |         |           |           |           |                      |                  |                          |                         |
| 5601 Rent                                   | 683       | 683       | 683     | 683     | 683       | 683     | 683     | 683       | 683     | 683       | 683       | 683       | -                    | 8,200            | 8,200                    | -                       |
| 5602 Additional Rent                        | 933       | 933       | 933     | 933     | 933       | 933     | 933     | 933       | 933     | 933       | 933       | 933       | -                    | 11,200           | 11,200                   | -                       |
| 5603 Equipment Leases                       | 208       | 208       | 208     | 208     | 208       | 208     | 208     | 208       | 208     | 208       | 208       | 208       | -                    | 2,500            | 2,500                    | -                       |
| 5604 Other Leases                           | 1,342     | 1,342     | 1,342   | 1,342   | 1,342     | 1,342   | 1,342   | 1,342     | 1,342   | 1,342     | 1,342     | 1,342     | -                    | 16,100           | 16,100                   | -                       |
| 5610 Repairs and Maintenance                | 33        | 33        | 33      | 33      | 33        | 33      | 33      | 33        | 33      | 33        | 33        | 33        | -                    | 400              | 400                      | -                       |
|   | 3,200     | 3,200     | 3,200   | 3,200   | 3,200     | 3,200   | 3,200   | 3,200     | 3,200   | 3,200     | 3,200     | 3,200     | -                    | 38,400           | 38,400                   | -                       |
| <b>Professional/Consulting Services</b>     |           |           |         |         |           |         |         |           |         |           |           |           |                      |                  |                          |                         |
| 5801 IT                                     | 46,075    | 46,075    | 46,075  | 46,075  | 46,075    | 46,075  | 46,075  | 46,075    | 46,075  | 46,075    | 46,075    | 46,075    | -                    | 552,900          | 552,900                  | -                       |
| 5802 Audit & Taxes                          | -         | -         | -       | 20,800  | 20,800    | 20,800  | -       | -         | -       | -         | -         | -         | -                    | 62,400           | 62,400                   | -                       |
| 5803 Legal                                  | 650       | 650       | 650     | 650     | 650       | 650     | 650     | 650       | 650     | 650       | 650       | 650       | -                    | 7,800            | 7,800                    | -                       |
| 5804 Professional Development               | 9,192     | 9,192     | 9,192   | 9,192   | 9,192     | 9,192   | 9,192   | 9,192     | 9,192   | 9,192     | 9,192     | 9,192     | -                    | 110,300          | 110,300                  | -                       |
| 5805 General Consulting                     | 14,502    | 14,502    | 14,502  | 14,502  | 14,502    | 14,502  | 14,502  | 14,502    | 14,502  | 14,502    | 14,502    | 14,502    | -                    | 174,020          | 174,020                  | -                       |
| 5806 Special Activities/Field Trips         | -         | 517       | 102     | 98      | 327       | -       | -       | 213       | 186     | 4,778     | 10,909    | 10,909    | -                    | 28,039           | 28,039                   | -                       |
| 5807 Bank Charges                           | 92        | 92        | 92      | 92      | 92        | 92      | 92      | 92        | 92      | 92        | 92        | 92        | -                    | 1,100            | 1,100                    | -                       |
| 5808 Printing                               | 25        | 25        | 25      | 25      | 25        | 25      | 25      | 25        | 25      | 25        | 25        | 25        | -                    | 300              | 300                      | -                       |
| 5809 Other taxes and fees                   | 675       | 675       | 675     | 675     | 675       | 675     | 675     | 675       | 675     | 675       | 675       | 675       | -                    | 8,100            | 8,100                    | -                       |
| 5811 Management Fee                         | 21,740    | 21,740    | 21,740  | 21,740  | 21,740    | 21,740  | 21,740  | 21,740    | 21,740  | 21,740    | 21,740    | 21,740    | -                    | 260,877          | 260,877                  | -                       |
| 5812 District Oversight Fee                 | -         | 4,281     | 11,629  | 7,569   | 7,569     | 14,625  | 7,569   | 7,569     | 14,924  | 7,527     | 7,527     | 7,527     | 14,583               | 112,896          | 112,896                  | -                       |
| 5815 Public Relations/Recruitment           | 11,325    | 11,325    | 11,325  | 11,325  | 11,325    | 11,325  | 11,325  | 11,325    | 11,325  | 11,325    | 11,325    | 11,325    | -                    | 135,900          | 135,900                  | -                       |
|   | 104,275   | 109,073   | 116,006 | 132,741 | 132,970   | 139,699 | 111,843 | 112,056   | 119,385 | 116,580   | 122,710   | 122,710   | 14,583               | 1,454,632        | 1,454,632                | -                       |
| <b>Depreciation</b>                         | -         | -         | -       | -       | -         | -       | -       | -         | -       | -         | -         | -         | -                    | -                | -                        | -                       |
| <b>Interest</b>                             | -         | -         | -       | -       | -         | -       | -       | -         | -       | -         | -         | -         | -                    | -                | -                        | -                       |
| <b>Total Expenses</b>                       | 817,531   | 959,606   | 947,453 | 963,993 | 974,736   | 966,446 | 986,161 | 984,268   | 966,562 | 1,162,982 | 1,450,911 | 1,450,911 | 34,705               | 12,666,264       | 12,666,264               | -                       |
| <b>Monthly Surplus (Deficit)</b>            | (817,531) | (487,978) | 300,529 | (9,802) | (128,271) | 727,177 | 18,409  | (148,990) | 604,341 | (162,552) | (619,773) | (619,773) | 1,721,791            | 377,578          | 377,578                  | -                       |
|   |           |           |         |         |           |         |         |           |         |           |           |           |                      | 3.0%             |                          |                         |

**Central Valley FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 809.61

**Cash Flow Adjustments**

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-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<br>Accruals |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|
| Monthly Surplus (Deficit)            | (817,531) | (487,978) | 300,529   | (9,802)   | (128,271) | 727,177   | 18,409    | (148,990) | 604,341   | (162,552) | (619,773) | (619,773) | 1,721,791            |
| Cash flows from operating activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |
| Depreciation/Amortization            | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Public Funding Receivables           | 2,034,762 | -         | -         | 262,408   | -         | -         | 119,848   | -         | -         | -         | -         | -         | (1,756,496)          |
| Grants and Contributions Rec.        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Due To/From Related Parties          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Prepaid Expenses                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Other Assets                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Accounts Payable                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 34,705               |
| Accrued Expenses                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Other Liabilities                    | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Deferred Revenue                     | -         | -         | -         | (118,914) | -         | -         | (118,914) | -         | -         | (118,914) | -         | -         | (832,398)            |
| 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                 | 1,217,231 | (487,978) | 300,529   | 133,692   | (128,271) | 727,177   | 19,343    | (148,990) | 604,341   | (281,466) | (619,773) | (619,773) |                      |
| Cash, Beginning of Month             | 5,627,376 | 6,844,607 | 6,356,629 | 6,657,158 | 6,790,851 | 6,662,579 | 7,389,757 | 7,409,100 | 7,260,110 | 7,864,451 | 7,582,985 | 6,963,212 |                      |
| Cash, End of Month                   | 6,844,607 | 6,356,629 | 6,657,158 | 6,790,851 | 6,662,579 | 7,389,757 | 7,409,100 | 7,260,110 | 7,864,451 | 7,582,985 | 6,963,212 | 6,343,439 |                      |

| Annual<br>Budget |
|------------------|
| 377,578          |
| 660,523          |
| -                |
| -                |
| -                |
| 34,705           |
| -                |
| (1,189,140)      |
| -                |
| -                |
| -                |
| -                |

| Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------|-------------------------|
| 61.4%                    | 83.1%                   |
| 2,786,418                | 402,137                 |

| Cert.     | Instr.  |
|-----------|---------|
| 61.4%     | 83.1%   |
| 2,786,418 | 402,137 |

| Pupil:Teacher Ratio |
|---------------------|
| 20.46               |

## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 809.61

#### Revenues

##### State Aid - Revenue Limit

|                                   | Jul-25 | Aug-25  | Sep-25  | Oct-25    | Nov-25  | Dec-25  | Jan-26    | Feb-26  | Mar-26  | Apr-26    | May-26  | Jun-26  | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|-----------------------------------|--------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|----------------------|--------------------|------------------------|-------------------------|
| 8011 LCFF State Aid               | -      | 404,929 | 404,929 | 728,872   | 728,872 | 728,872 | 728,872   | 728,872 | 728,872 | 728,872   | 728,872 | 728,872 | 728,872              | 8,098,579          | 7,799,332              | 299,248                 |
| 8012 Education Protection Account | -      | -       | -       | 750,628   | -       | -       | 750,628   | -       | -       | 816,607   | -       | -       | 772,621              | 3,090,483          | 3,002,510              | 87,973                  |
| 8096 In Lieu of Property Taxes    | -      | 29,267  | 58,534  | 39,023    | 39,023  | 39,023  | 39,023    | 39,023  | 68,290  | 34,145    | 34,145  | 34,145  | 34,145               | 487,783            | 487,783                | -                       |
|                                   | -      | 434,196 | 463,463 | 1,518,522 | 767,895 | 767,895 | 1,518,522 | 767,895 | 797,162 | 1,579,624 | 763,017 | 763,017 | 1,535,638            | 11,676,845         | 11,289,624             | 387,221                 |

##### Federal Revenue

|   |   |       |        |       |       |        |       |       |        |       |       |        |        |         |         |   |
|---|---|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|--------|--------|---------|---------|---|
| 8181 Special Education - Entitlement    | - | 5,262 | 5,262  | 9,472 | 9,472 | 9,472  | 9,472 | 9,472 | 9,472  | 9,472 | 9,472 | 9,472  | 9,472  | 105,249 | 105,249 | - |
| 8290 Title I, Part A - Basic Low Income | - | -     | 35,810 | -     | -     | 35,810 | -     | -     | 35,810 | -     | -     | -      | 35,810 | 143,239 | 143,239 | - |
| 8291 Title II, Part A - Teacher Quality | - | -     | 5,688  | -     | -     | 5,688  | -     | -     | 5,688  | -     | -     | -      | 5,688  | 22,752  | 22,752  | - |
| 8294 Title V, Part B - PCSG             | - | -     | 2,797  | -     | -     | 2,797  | -     | -     | 2,797  | -     | -     | 2,797  | -      | 11,187  | 11,187  | - |
|   | - | 5,262 | 49,557 | 9,472 | 9,472 | 53,767 | 9,472 | 9,472 | 53,767 | 9,472 | 9,472 | 12,269 | 50,970 | 282,427 | 282,427 | - |

##### Other State Revenue

|                              |   |        |        |        |         |        |         |        |        |         |        |        |         |           |           |           |
|------------------------------|---|--------|--------|--------|---------|--------|---------|--------|--------|---------|--------|--------|---------|-----------|-----------|-----------|
| 8311 State Special Education | - | 36,290 | 36,290 | 65,323 | 65,323  | 65,323 | 65,323  | 65,323 | 65,323 | 65,323  | 65,323 | 65,323 | 65,323  | 725,808   | 725,808   | -         |
| 8550 Mandated Cost           | - | -      | -      | -      | -       | 28,051 | -       | -      | -      | -       | -      | -      | -       | 28,051    | 28,252    | (200)     |
| 8560 State Lottery           | - | -      | -      | -      | -       | -      | 50,398  | -      | -      | 50,398  | -      | -      | 100,797 | 201,593   | 201,593   | -         |
| 8599 Other State Revenue     | - | -      | -      | -      | 270,062 | -      | -       | -      | -      | 103,870 | -      | -      | 41,548  | 415,481   | 516,137   | (100,656) |
|                              | - | 36,290 | 36,290 | 65,323 | 335,385 | 93,374 | 115,721 | 65,323 | 65,323 | 219,591 | 65,323 | 65,323 | 207,667 | 1,370,933 | 1,471,790 | (100,856) |

##### Other Local Revenue

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

#### Total Revenue

|  |   |         |         |           |           |         |           |         |         |           |         |         |           |            |            |         |
|--|---|---------|---------|-----------|-----------|---------|-----------|---------|---------|-----------|---------|---------|-----------|------------|------------|---------|
|  | - | 475,749 | 549,310 | 1,593,317 | 1,112,752 | 915,036 | 1,643,716 | 842,690 | 916,251 | 1,808,688 | 837,812 | 840,609 | 1,794,275 | 13,330,206 | 13,043,841 | 286,364 |
|--|---|---------|---------|-----------|-----------|---------|-----------|---------|---------|-----------|---------|---------|-----------|------------|------------|---------|

#### Expenses

##### Certificated Salaries

|                                    |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |           |
|------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|-----------|
| 1100 Teachers' Salaries            | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | 291,096 | - | 3,493,146 | 3,424,653 | (68,493)  |
| 1175 Teachers' Extra Duty/Stipends | -       | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | 94,316  | - | 1,037,477 | 1,017,134 | (20,343)  |
| 1200 Pupil Support Salaries        | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | 31,441  | - | 377,292   | 369,894   | (7,398)   |
| 1300 Administrators' Salaries      | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | 40,176  | - | 482,110   | 472,657   | (9,453)   |
|                                    | 362,712 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | 457,028 | - | 5,390,025 | 5,284,338 | (105,687) |

##### Classified Salaries

|  |       |       |       |       |       |       |       |       |       |       |       |       |        |         |         |         |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|---------|---------|---------|
| 2100 Instructional Salaries              | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 4,301  | 25,807  | 25,301  | (506)   |
| 2300 Classified Administrators' Salaries | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 5,163 | 12,392 | 74,351  | 72,893  | (1,458) |
| 2400 Clerical and Office Staff Salaries  | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 3,831  | 22,989  | 22,538  | (451)   |
|  | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 8,552 | 20,524 | 123,147 | 120,732 | (2,415) |

##### Benefits

|                            |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 3101 STRS                  | 69,278  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | 87,292  | - | 1,029,495 | 1,009,309 | (20,186) |
| 3301 OASDI                 | 530     | 530     | 530     | 530     | 530     | 530     | 530     | 530     | 530     | 530     | 530     | 530     | - | 6,363     | 5,198     | (1,164)  |
| 3311 Medicare              | 5,383   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | 6,751   | - | 79,643    | 77,791    | (1,852)  |
| 3401 Health and Welfare    | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | 51,953  | - | 623,431   | 611,207   | (12,224) |
| 3501 State Unemployment    | 11,901  | 11,901  | 11,901  | 11,901  | 11,901  | 11,901  | 59,506  | 47,605  | 23,802  | 11,901  | 11,901  | 11,901  | - | 238,024   | 237,853   | (171)    |
| 3601 Workers' Compensation | 5,198   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | 6,518   | - | 76,897    | 75,109    | (1,788)  |
| 3901 Other Benefits        | 2,968   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | 3,722   | - | 43,916    | 42,895    | (1,021)  |
|                            | 147,211 | 168,668 | 168,668 | 168,668 | 168,668 | 168,668 | 216,273 | 204,372 | 180,569 | 168,668 | 168,668 | 168,668 | - | 2,097,769 | 2,059,361 | (38,408) |

##### Books and Supplies

|                                       |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 4100 Textbooks and Core Curricula Mat | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | 7,225   | - | 86,700    | 85,000    | (1,700)  |
| 4200 Books and Other Reference Mater  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | 52,479  | - | 629,748   | 617,400   | (12,348) |
| 4302 School Supplies                  | -       | 181     | 36      | 34      | 114     | -       | -       | 74      | 65      | 1,669   | 3,810   | 3,810   | - | 9,792     | 9,600     | (192)    |
| 4305 Software                         | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | 62,424  | - | 749,088   | 734,400   | (14,688) |
| 4310 Office Expense                   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | 1,632   | - | 19,584    | 19,200    | (384)    |
| 4311 Business Meals                   | 493     | 493     | 493     | 493     | 493     | 493     | 493     | 493     | 493     | 493     | 493     | 493     | - | 5,916     | 5,800     | (116)    |
| 4400 Noncapitalized Equipment         | -       | 9,150   | 1,808   | 1,733   | 5,778   | -       | -       | 3,765   | 3,284   | 84,498  | 192,903 | 192,903 | - | 495,822   | 486,100   | (9,722)  |
|                                       | 124,253 | 133,584 | 126,097 | 126,020 | 130,145 | 124,253 | 124,253 | 128,092 | 127,602 | 210,420 | 320,965 | 320,965 | - | 1,996,650 | 1,957,500 | (39,150) |

## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 809.61

#### Subagreement Services

|                                    | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26  | May-26  | Jun-26  | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|----------------------|--------------------|------------------------|-------------------------|
| 5102 Special Education             | 72,029 | 72,029 | 72,029 | 72,029 | 72,029 | 72,029 | 72,029 | 72,029 | 72,029 | 72,029  | 72,029  | 72,029  | -                    | 864,348            | 847,400                | (16,948)                |
| 5103 Substitute Teacher            | 1,726  | 1,726  | 1,726  | 1,726  | 1,726  | 1,726  | 1,726  | 1,726  | 1,726  | 1,726   | 1,726   | 1,726   | -                    | 20,706             | 20,300                 | (406)                   |
| 5106 Other Educational Consultants | -      | 14,931 | 2,950  | 2,828  | 9,428  | -      | -      | 6,143  | 5,359  | 137,881 | 314,771 | 314,771 | -                    | 809,064            | 793,200                | (15,864)                |
| 5107 Instructional Services        | 2,066  | 2,066  | 2,066  | 2,066  | 2,066  | 2,066  | 2,066  | 2,066  | 2,066  | 2,066   | 2,066   | 2,066   | -                    | 24,786             | 24,300                 | (486)                   |
|                                    | 75,820 | 90,751 | 78,770 | 78,648 | 85,248 | 75,820 | 75,820 | 81,963 | 81,179 | 213,701 | 390,591 | 390,591 | -                    | 1,718,904          | 1,685,200              | (33,704)                |

#### Operations and Housekeeping

|                           |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |         |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|---------|
| 5201 Auto and Travel      | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | - | 510    | 500    | (10)    |
| 5300 Dues & Memberships   | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | 1,658 | - | 19,890 | 19,500 | (390)   |
| 5400 Insurance            | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | - | 15,198 | 14,900 | (298)   |
| 5501 Utilities            | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | - | 612    | 600    | (12)    |
| 5502 Janitorial Services  | 102   | 102   | 102   | 102   | 102   | 102   | 102   | 102   | 102   | 102   | 102   | 102   | - | 1,224  | 1,200  | (24)    |
| 5900 Communications       | 204   | 204   | 204   | 204   | 204   | 204   | 204   | 204   | 204   | 204   | 204   | 204   | - | 2,448  | 2,400  | (48)    |
| 5901 Postage and Shipping | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | 2,295 | - | 27,540 | 27,000 | (540)   |
|                           | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | 5,619 | - | 67,422 | 66,100 | (1,322) |

#### Facilities, Repairs and Other Leases

|                              |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |       |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|-------|
| 5601 Rent                    | 697   | 697   | 697   | 697   | 697   | 697   | 697   | 697   | 697   | 697   | 697   | 697   | - | 8,364  | 8,200  | (164) |
| 5602 Additional Rent         | 952   | 952   | 952   | 952   | 952   | 952   | 952   | 952   | 952   | 952   | 952   | 952   | - | 11,424 | 11,200 | (224) |
| 5603 Equipment Leases        | 213   | 213   | 213   | 213   | 213   | 213   | 213   | 213   | 213   | 213   | 213   | 213   | - | 2,550  | 2,500  | (50)  |
| 5604 Other Leases            | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | 1,369 | - | 16,422 | 16,100 | (322) |
| 5610 Repairs and Maintenance | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | - | 408    | 400    | (8)   |
|                              | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | 3,264 | - | 39,168 | 38,400 | (768) |

#### Professional/Consulting Services

|                                     |         |         |         |         |         |         |         |         |         |         |         |         |        |           |           |          |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|-----------|-----------|----------|
| 5801 IT                             | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | 46,997  | -      | 563,958   | 552,900   | (11,058) |
| 5802 Audit & Taxes                  | -       | -       | -       | 21,216  | 21,216  | 21,216  | -       | -       | -       | -       | -       | -       | -      | 63,648    | 62,400    | (1,248)  |
| 5803 Legal                          | 663     | 663     | 663     | 663     | 663     | 663     | 663     | 663     | 663     | 663     | 663     | 663     | -      | 7,956     | 7,800     | (156)    |
| 5804 Professional Development       | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | 9,376   | -      | 112,506   | 110,300   | (2,206)  |
| 5805 General Consulting             | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | 14,792  | -      | 177,500   | 174,020   | (3,480)  |
| 5806 Special Activities/Field Trips | -       | -       | -       | -       | -       | -       | -       | 9,533   | 9,533   | 9,533   | -       | -       | -      | 28,600    | 28,039    | (561)    |
| 5807 Bank Charges                   | 94      | 94      | 94      | 94      | 94      | 94      | 94      | 94      | 94      | 94      | 94      | 94      | -      | 1,122     | 1,100     | (22)     |
| 5808 Printing                       | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | -      | 306       | 300       | (6)      |
| 5809 Other taxes and fees           | 689     | 689     | 689     | 689     | 689     | 689     | 689     | 689     | 689     | 689     | 689     | 689     | -      | 8,262     | 8,100     | (162)    |
| 5811 Management Fee                 | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | 22,175  | -      | 266,094   | 260,877   | (5,218)  |
| 5812 District Oversight Fee         | -       | 4,342   | 4,635   | 15,185  | 7,679   | 7,679   | 15,185  | 7,679   | 7,972   | 15,796  | 7,630   | 7,630   | 15,356 | 116,768   | 112,896   | (3,872)  |
| 5815 Public Relations/Recruitment   | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | 11,552  | -      | 138,618   | 135,900   | (2,718)  |
|                                     | 106,360 | 110,702 | 110,995 | 142,761 | 135,255 | 135,255 | 121,545 | 123,572 | 123,865 | 131,690 | 113,990 | 113,990 | 15,356 | 1,485,339 | 1,454,632 | (30,707) |

#### Depreciation

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

#### Interest

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

#### Total Expenses

|  |         |         |         |         |         |         |           |           |         |           |           |           |        |            |            |           |
|--|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|-----------|-----------|-----------|--------|------------|------------|-----------|
|  | 833,791 | 978,168 | 958,993 | 990,561 | 993,779 | 978,459 | 1,012,354 | 1,012,462 | 987,679 | 1,198,942 | 1,468,678 | 1,468,678 | 35,881 | 12,918,424 | 12,666,264 | (252,160) |
|--|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|-----------|-----------|-----------|--------|------------|------------|-----------|

#### Monthly Surplus (Deficit)

|  |           |           |           |         |         |          |         |           |          |         |           |           |           |         |         |        |
|--|-----------|-----------|-----------|---------|---------|----------|---------|-----------|----------|---------|-----------|-----------|-----------|---------|---------|--------|
|  | (833,791) | (502,420) | (409,682) | 602,757 | 118,974 | (63,423) | 631,362 | (169,772) | (71,427) | 609,746 | (630,865) | (628,069) | 1,758,394 | 411,782 | 377,578 | 34,205 |
|--|-----------|-----------|-----------|---------|---------|----------|---------|-----------|----------|---------|-----------|-----------|-----------|---------|---------|--------|

## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 809.61

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-25    | Aug-25    | Sep-25    | Oct-25    | Nov-25    | Dec-25    | Jan-26    | Feb-26    | Mar-26    | Apr-26    | May-26    | Jun-26    | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (833,791) | (502,420) | (409,682) | 602,757   | 118,974   | (63,423)  | 631,362   | (169,772) | (71,427)  | 609,746   | (630,865) | (628,069) | 1,758,394            | 411,782            |                        |                         |
| Cash flows from operating activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| Depreciation/Amortization            | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Public Funding Receivables           | 1,458,270 | -         | 122,557   | -         | -         | 100,837   | 74,832    | -         | -         | -         | -         | -         | (1,794,275)          | (37,779)           |                        |                         |
| Grants and Contributions Rec.        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Due To/From Related Parties          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Prepaid Expenses                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Other Assets                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Accounts Payable                     | (34,705)  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 35,881               | 1,176              |                        |                         |
| Accrued Expenses                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Other Liabilities                    | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Deferred Revenue                     | -         | -         | -         | (93,750)  | -         | -         | (93,750)  | -         | -         | (93,750)  | -         | -         | (656,250)            | (937,500)          |                        |                         |
| Cash flows from investing activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Notes Receivable                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Cash flows from financing activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| Proceeds from Factoring              | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Payments on Factoring                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Proceeds(Payments) on Debt           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Total Change in Cash                 | 589,774   | (502,420) | (287,125) | 509,007   | 118,974   | 37,414    | 612,443   | (169,772) | (71,427)  | 515,996   | (630,865) | (628,069) |                      |                    |                        |                         |
| Cash, Beginning of Month             | 6,343,439 | 6,933,213 | 6,430,794 | 6,143,669 | 6,652,676 | 6,771,649 | 6,809,063 | 7,421,506 | 7,251,734 | 7,180,307 | 7,696,302 | 7,065,437 |                      |                    |                        |                         |
| Cash, End of Month                   | 6,933,213 | 6,430,794 | 6,143,669 | 6,652,676 | 6,771,649 | 6,809,063 | 7,421,506 | 7,251,734 | 7,180,307 | 7,696,302 | 7,065,437 | 6,437,368 |                      |                    |                        |                         |

# Central Valley FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 809.61

### Revenues

#### State Aid - Revenue Limit

|      |                              |   |         |         |           |         |         |           |         |         |           |         |           |            |            |         |
|------|------------------------------|---|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|-----------|------------|------------|---------|
| 8011 | LCCF State Aid               | - | 418,155 | 418,155 | 752,679   | 752,679 | 752,679 | 752,679   | 752,679 | 752,679 | 752,679   | 752,679 | 752,679   | 8,363,097  | 8,098,579  | 264,518 |
| 8012 | Education Protection Account | - | -       | -       | 750,628   | -       | -       | 750,628   | -       | 816,607 | -         | -       | 867,806   | 3,185,668  | 3,090,483  | 95,185  |
| 8096 | In Lieu of Property Taxes    | - | 29,267  | 58,534  | 39,023    | 39,023  | 39,023  | 39,023    | 68,290  | 34,145  | 34,145    | 34,145  | 34,145    | 487,783    | 487,783    | -       |
|      |                              | - | 447,422 | 476,689 | 1,542,329 | 791,701 | 791,701 | 1,542,329 | 791,701 | 820,968 | 1,603,431 | 786,824 | 1,654,629 | 12,036,548 | 11,676,845 | 359,703 |

#### Federal Revenue

|      |                                    |   |       |        |       |       |        |       |        |        |       |       |        |         |         |   |
|------|------------------------------------|---|-------|--------|-------|-------|--------|-------|--------|--------|-------|-------|--------|---------|---------|---|
| 8181 | Special Education - Entitlement    | - | 5,262 | 5,262  | 9,472 | 9,472 | 9,472  | 9,472 | 9,472  | 9,472  | 9,472 | 9,472 | 9,472  | 105,249 | 105,249 | - |
| 8290 | Title I, Part A - Basic Low Income | - | -     | 35,810 | -     | -     | 35,810 | -     | 35,810 | -      | -     | -     | 35,810 | 143,239 | 143,239 | - |
| 8291 | Title II, Part A - Teacher Quality | - | -     | 5,688  | -     | -     | 5,688  | -     | 5,688  | -      | -     | -     | 5,688  | 22,752  | 22,752  | - |
| 8294 | Title V, Part B - PCSG             | - | -     | 2,797  | -     | -     | 2,797  | -     | 2,797  | -      | -     | 2,797 | -      | 11,187  | 11,187  | - |
|      |                                    | - | 5,262 | 49,557 | 9,472 | 9,472 | 53,767 | 9,472 | 9,472  | 53,767 | 9,472 | 9,472 | 12,269 | 282,427 | 282,427 | - |

#### Other State Revenue

|      |                         |   |        |        |        |         |        |         |        |        |         |        |         |           |           |          |
|------|-------------------------|---|--------|--------|--------|---------|--------|---------|--------|--------|---------|--------|---------|-----------|-----------|----------|
| 8311 | State Special Education | - | 36,290 | 36,290 | 65,323 | 65,323  | 65,323 | 65,323  | 65,323 | 65,323 | 65,323  | 65,323 | 65,323  | 725,808   | 725,808   | -        |
| 8550 | Mandated Cost           | - | -      | -      | -      | -       | 28,051 | -       | -      | -      | -       | -      | 201     | 28,253    | 28,051    | 201      |
| 8560 | State Lottery           | - | -      | -      | -      | -       | -      | 50,398  | -      | 50,398 | -       | -      | 100,797 | 201,593   | 201,593   | -        |
| 8599 | Other State Revenue     | - | -      | -      | -      | 221,312 | -      | -       | -      | 85,120 | -       | -      | 34,048  | 340,481   | 415,481   | (75,000) |
|      |                         | - | 36,290 | 36,290 | 65,323 | 286,635 | 93,374 | 115,721 | 65,323 | 65,323 | 200,841 | 65,323 | 65,323  | 1,296,135 | 1,370,933 | (74,799) |

#### Other Local Revenue

|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

### Total Revenue

|  |  |   |         |         |           |           |         |           |         |         |           |         |         |           |            |            |         |
|--|--|---|---------|---------|-----------|-----------|---------|-----------|---------|---------|-----------|---------|---------|-----------|------------|------------|---------|
|  |  | - | 488,975 | 562,536 | 1,617,124 | 1,087,809 | 938,842 | 1,667,522 | 866,497 | 940,058 | 1,813,744 | 861,619 | 864,415 | 1,905,968 | 13,615,110 | 13,330,206 | 284,904 |
|--|--|---|---------|---------|-----------|-----------|---------|-----------|---------|---------|-----------|---------|---------|-----------|------------|------------|---------|

### Expenses

#### Certificated Salaries

|      |                               |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |           |
|------|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|-----------|
| 1100 | Teachers' Salaries            | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | 296,917 | - | 3,563,009 | 3,493,146 | (69,863)  |
| 1175 | Teachers' Extra Duty/Stipends | -       | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | 96,202  | - | 1,058,226 | 1,037,477 | (20,750)  |
| 1200 | Pupil Support Salaries        | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | 32,070  | - | 384,838   | 377,292   | (7,546)   |
| 1300 | Administrators' Salaries      | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | 40,979  | - | 491,753   | 482,110   | (9,642)   |
|      |                               | 369,967 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | 466,169 | - | 5,497,826 | 5,390,025 | (107,801) |

#### Classified Salaries

|      |                                     |       |       |       |       |       |       |       |       |       |       |       |       |        |         |         |         |
|------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|---------|---------|---------|
| 2100 | Instructional Salaries              | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 1,828 | 4,387  | 26,323  | 25,807  | (516)   |
| 2300 | Classified Administrators' Salaries | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 5,267 | 12,640 | 75,838  | 74,351  | (1,487) |
| 2400 | Clerical and Office Staff Salaries  | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 1,628 | 3,908  | 23,449  | 22,989  | (460)   |
|      |                                     | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 8,723 | 20,935 | 125,610 | 123,147 | (2,463) |

#### Benefits

|      |                       |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 3101 | STRS                  | 70,664  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | 89,038  | - | 1,050,085 | 1,029,495 | (20,590) |
| 3301 | OASDI                 | 541     | 541     | 541     | 541     | 541     | 541     | 541     | 541     | 541     | 541     | 541     | 541     | - | 6,490     | 6,363     | (127)    |
| 3311 | Medicare              | 5,491   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | 6,886   | - | 81,236    | 79,643    | (1,593)  |
| 3401 | Health and Welfare    | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | 52,992  | - | 635,899   | 623,431   | (12,469) |
| 3501 | State Unemployment    | 11,909  | 11,909  | 11,909  | 11,909  | 11,909  | 11,909  | 59,546  | 47,637  | 23,818  | 11,909  | 11,909  | 11,909  | - | 238,183   | 238,024   | (159)    |
| 3601 | Workers' Compensation | 5,302   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | 6,648   | - | 78,435    | 76,897    | (1,538)  |
| 3901 | Other Benefits        | 3,028   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | 3,797   | - | 44,794    | 43,916    | (878)    |
|      |                       | 149,926 | 171,811 | 171,811 | 171,811 | 171,811 | 171,811 | 219,448 | 207,539 | 183,720 | 171,811 | 171,811 | 171,811 | - | 2,135,123 | 2,097,769 | (37,354) |

#### Books and Supplies

|      |                                  |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|------|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 4100 | Textbooks and Core Curricula Mat | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | 7,370   | - | 88,434    | 86,700    | (1,734)  |
| 4200 | Books and Other Reference Mater  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | 53,529  | - | 642,343   | 629,748   | (12,595) |
| 4302 | School Supplies                  | -       | 184     | 36      | 35      | 116     | -       | -       | 76      | 66      | 1,702   | 3,886   | 3,886   | - | 9,988     | 9,792     | (196)    |
| 4305 | Software                         | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | 63,672  | - | 764,070   | 749,088   | (14,982) |
| 4310 | Office Expense                   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | 1,665   | - | 19,976    | 19,584    | (392)    |
| 4311 | Business Meals                   | 503     | 503     | 503     | 503     | 503     | 503     | 503     | 503     | 503     | 503     | 503     | 503     | - | 6,034     | 5,916     | (118)    |
| 4400 | Noncapitalized Equipment         | -       | 9,333   | 1,844   | 1,768   | 5,893   | -       | -       | 3,840   | 3,350   | 86,188  | 196,761 | 196,761 | - | 505,738   | 495,822   | (9,916)  |
|      |                                  | 126,738 | 136,256 | 128,619 | 128,541 | 132,748 | 126,738 | 126,738 | 130,654 | 130,154 | 214,629 | 327,384 | 327,384 | - | 2,036,583 | 1,996,650 | (39,933) |



## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 809.61

|   | Jul-26    | Aug-26    | Sep-26    | Oct-26    | Nov-26    | Dec-26   | Jan-27    | Feb-27    | Mar-27    | Apr-27    | May-27    | Jun-27    | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |           |           |           |           |           |          |           |           |           |           |           |           |                      |                    |                        |                         |
| 5102 Special Education                      | 73,470    | 73,470    | 73,470    | 73,470    | 73,470    | 73,470   | 73,470    | 73,470    | 73,470    | 73,470    | 73,470    | 73,470    | -                    | 881,635            | 864,348                | (17,287)                |
| 5103 Substitute Teacher                     | 1,760     | 1,760     | 1,760     | 1,760     | 1,760     | 1,760    | 1,760     | 1,760     | 1,760     | 1,760     | 1,760     | 1,760     | -                    | 21,120             | 20,706                 | (414)                   |
| 5106 Other Educational Consultants          | -         | 15,230    | 3,009     | 2,885     | 9,616     | -        | -         | 6,266     | 5,467     | 140,639   | 321,067   | 321,067   | -                    | 825,245            | 809,064                | (16,181)                |
| 5107 Instructional Services                 | 2,107     | 2,107     | 2,107     | 2,107     | 2,107     | 2,107    | 2,107     | 2,107     | 2,107     | 2,107     | 2,107     | 2,107     | -                    | 25,282             | 24,786                 | (496)                   |
|   | 77,336    | 92,566    | 80,346    | 80,221    | 86,953    | 77,336   | 77,336    | 83,603    | 82,803    | 217,975   | 398,403   | 398,403   | -                    | 1,753,282          | 1,718,904              | (34,378)                |
| <b>Operations and Housekeeping</b>          |           |           |           |           |           |          |           |           |           |           |           |           |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 43        | 43        | 43        | 43        | 43        | 43       | 43        | 43        | 43        | 43        | 43        | 43        | -                    | 520                | 510                    | (10)                    |
| 5300 Dues & Memberships                     | 1,691     | 1,691     | 1,691     | 1,691     | 1,691     | 1,691    | 1,691     | 1,691     | 1,691     | 1,691     | 1,691     | 1,691     | -                    | 20,288             | 19,890                 | (398)                   |
| 5400 Insurance                              | 1,292     | 1,292     | 1,292     | 1,292     | 1,292     | 1,292    | 1,292     | 1,292     | 1,292     | 1,292     | 1,292     | 1,292     | -                    | 15,502             | 15,198                 | (304)                   |
| 5501 Utilities                              | 52        | 52        | 52        | 52        | 52        | 52       | 52        | 52        | 52        | 52        | 52        | 52        | -                    | 624                | 612                    | (12)                    |
| 5502 Janitorial Services                    | 104       | 104       | 104       | 104       | 104       | 104      | 104       | 104       | 104       | 104       | 104       | 104       | -                    | 1,248              | 1,224                  | (24)                    |
| 5900 Communications                         | 208       | 208       | 208       | 208       | 208       | 208      | 208       | 208       | 208       | 208       | 208       | 208       | -                    | 2,497              | 2,448                  | (49)                    |
| 5901 Postage and Shipping                   | 2,341     | 2,341     | 2,341     | 2,341     | 2,341     | 2,341    | 2,341     | 2,341     | 2,341     | 2,341     | 2,341     | 2,341     | -                    | 28,091             | 27,540                 | (551)                   |
|   | 5,731     | 5,731     | 5,731     | 5,731     | 5,731     | 5,731    | 5,731     | 5,731     | 5,731     | 5,731     | 5,731     | 5,731     | -                    | 68,770             | 67,422                 | (1,348)                 |
| <b>Facilities, Repairs and Other Leases</b> |           |           |           |           |           |          |           |           |           |           |           |           |                      |                    |                        |                         |
| 5601 Rent                                   | 711       | 711       | 711       | 711       | 711       | 711      | 711       | 711       | 711       | 711       | 711       | 711       | -                    | 8,531              | 8,364                  | (167)                   |
| 5602 Additional Rent                        | 971       | 971       | 971       | 971       | 971       | 971      | 971       | 971       | 971       | 971       | 971       | 971       | -                    | 11,652             | 11,424                 | (228)                   |
| 5603 Equipment Leases                       | 217       | 217       | 217       | 217       | 217       | 217      | 217       | 217       | 217       | 217       | 217       | 217       | -                    | 2,601              | 2,550                  | (51)                    |
| 5604 Other Leases                           | 1,396     | 1,396     | 1,396     | 1,396     | 1,396     | 1,396    | 1,396     | 1,396     | 1,396     | 1,396     | 1,396     | 1,396     | -                    | 16,750             | 16,422                 | (328)                   |
| 5610 Repairs and Maintenance                | 35        | 35        | 35        | 35        | 35        | 35       | 35        | 35        | 35        | 35        | 35        | 35        | -                    | 416                | 408                    | (8)                     |
|   | 3,329     | 3,329     | 3,329     | 3,329     | 3,329     | 3,329    | 3,329     | 3,329     | 3,329     | 3,329     | 3,329     | 3,329     | -                    | 39,951             | 39,168                 | (783)                   |
| <b>Professional/Consulting Services</b>     |           |           |           |           |           |          |           |           |           |           |           |           |                      |                    |                        |                         |
| 5801 IT                                     | 47,936    | 47,936    | 47,936    | 47,936    | 47,936    | 47,936   | 47,936    | 47,936    | 47,936    | 47,936    | 47,936    | 47,936    | -                    | 575,237            | 563,958                | (11,279)                |
| 5802 Audit & Taxes                          | -         | -         | -         | 21,640    | 21,640    | 21,640   | -         | -         | -         | -         | -         | -         | -                    | 64,921             | 63,648                 | (1,273)                 |
| 5803 Legal                                  | 676       | 676       | 676       | 676       | 676       | 676      | 676       | 676       | 676       | 676       | 676       | 676       | -                    | 8,115              | 7,956                  | (159)                   |
| 5804 Professional Development               | 9,563     | 9,563     | 9,563     | 9,563     | 9,563     | 9,563    | 9,563     | 9,563     | 9,563     | 9,563     | 9,563     | 9,563     | -                    | 114,756            | 112,506                | (2,250)                 |
| 5805 General Consulting                     | 15,088    | 15,088    | 15,088    | 15,088    | 15,088    | 15,088   | 15,088    | 15,088    | 15,088    | 15,088    | 15,088    | 15,088    | -                    | 181,050            | 177,500                | (3,550)                 |
| 5806 Special Activities/Field Trips         | -         | -         | -         | -         | -         | -        | -         | 9,724     | 9,724     | 9,724     | -         | -         | -                    | 29,172             | 28,600                 | (572)                   |
| 5807 Bank Charges                           | 95        | 95        | 95        | 95        | 95        | 95       | 95        | 95        | 95        | 95        | 95        | 95        | -                    | 1,144              | 1,122                  | (22)                    |
| 5808 Printing                               | 26        | 26        | 26        | 26        | 26        | 26       | 26        | 26        | 26        | 26        | 26        | 26        | -                    | 312                | 306                    | (6)                     |
| 5809 Other taxes and fees                   | 702       | 702       | 702       | 702       | 702       | 702      | 702       | 702       | 702       | 702       | 702       | 702       | -                    | 8,427              | 8,262                  | (165)                   |
| 5811 Management Fee                         | 22,618    | 22,618    | 22,618    | 22,618    | 22,618    | 22,618   | 22,618    | 22,618    | 22,618    | 22,618    | 22,618    | 22,618    | -                    | 271,416            | 266,094                | (5,322)                 |
| 5812 District Oversight Fee                 | -         | 4,474     | 4,767     | 15,423    | 7,917     | 7,917    | 15,423    | 7,917     | 8,210     | 16,034    | 7,868     | 7,868     | 16,546               | 120,365            | 116,768                | (3,597)                 |
| 5815 Public Relations/Recruitment           | 11,783    | 11,783    | 11,783    | 11,783    | 11,783    | 11,783   | 11,783    | 11,783    | 11,783    | 11,783    | 11,783    | 11,783    | -                    | 141,390            | 138,618                | (2,772)                 |
|   | 108,487   | 112,962   | 113,254   | 145,551   | 138,045   | 138,045  | 123,911   | 126,128   | 126,421   | 134,246   | 116,356   | 116,356   | 16,546               | 1,516,307          | 1,485,339              | (30,968)                |
| <b>Depreciation</b>                         | -         | -         | -         | -         | -         | -        | -         | -         | -         | -         | -         | -         | -                    | -                  | -                      | -                       |
| <b>Interest</b>                             | -         | -         | -         | -         | -         | -        | -         | -         | -         | -         | -         | -         | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | 850,237   | 997,547   | 977,982   | 1,010,076 | 1,013,509 | 997,883  | 1,031,385 | 1,031,876 | 1,007,051 | 1,222,613 | 1,497,906 | 1,497,906 | 37,481               | 13,173,452         | 12,918,424             | (255,029)               |
| <b>Monthly Surplus (Deficit)</b>            | (850,237) | (508,572) | (415,446) | 607,048   | 74,300    | (59,040) | 636,137   | (165,379) | (66,993)  | 591,131   | (636,288) | (633,491) | 1,868,487            | 441,658            | 411,782                | 29,876                  |

## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 809.61

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-26           | Aug-26           | Sep-26           | Oct-26           | Nov-26           | Dec-26           | Jan-27           | Feb-27           | Mar-27           | Apr-27           | May-27           | Jun-27           | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (850,237)        | (508,572)        | (415,446)        | 607,048          | 74,300           | (59,040)         | 636,137          | (165,379)        | (66,993)         | 591,131          | (636,288)        | (633,491)        | 1,868,487            | 441,658            |                        |                         |
| Cash flows from operating activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Depreciation/Amortization            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Public Funding Receivables           | 1,535,638        | -                | 100,797          | -                | -                | -                | 157,841          | -                | -                | -                | -                | -                | (1,905,968)          | (111,693)          | -                      | -                       |
| Grants and Contributions Rec.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Due To/From Related Parties          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Prepaid Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Other Assets                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Accounts Payable                     | (35,881)         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 37,481               | 1,600              | -                      | -                       |
| Accrued Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Other Liabilities                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Deferred Revenue                     | -                | -                | -                | (75,000)         | -                | -                | (75,000)         | -                | -                | (75,000)         | -                | -                | (525,000)            | (750,000)          | -                      | -                       |
| Cash flows from investing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Notes Receivable                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Cash flows from financing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Proceeds from Factoring              | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Payments on Factoring                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Proceeds(Payments) on Debt           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Total Change in Cash                 | 649,520          | (508,572)        | (314,649)        | 532,048          | 74,300           | (59,040)         | 718,978          | (165,379)        | (66,993)         | 516,131          | (636,288)        | (633,491)        |                      |                    |                        |                         |
| Cash, Beginning of Month             | 6,437,368        | 7,086,888        | 6,578,316        | 6,263,666        | 6,795,714        | 6,870,015        | 6,810,975        | 7,529,953        | 7,364,574        | 7,297,581        | 7,813,712        | 7,177,424        |                      |                    |                        |                         |
| Cash, End of Month                   | <u>7,086,888</u> | <u>6,578,316</u> | <u>6,263,666</u> | <u>6,795,714</u> | <u>6,870,015</u> | <u>6,810,975</u> | <u>7,529,953</u> | <u>7,364,574</u> | <u>7,297,581</u> | <u>7,813,712</u> | <u>7,177,424</u> | <u>6,543,933</u> |                      |                    |                        |                         |

**NorCal FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|  | 2024-25              | 2025-26              | 2026-27              |
|--|----------------------|----------------------|----------------------|
|  | Budget               | Forecast             | Forecast             |
| <b>Assumptions</b>                       |                      |                      |                      |
| LCFF COLA                                | 1.07%                | 2.93%                | 3.08%                |
| Non-LCFF Revenue COLA                    | n/a                  | 0.00%                | 0.00%                |
| Expense COLA                             | 2.00%                | 2.00%                | 2.00%                |
| Enrollment                               | 1,774                | 1,774                | 1,774                |
| Average Daily Attendance                 | 1,738.90             | 1,738.90             | 1,738.90             |
| <b>Revenues</b>                          |                      |                      |                      |
| <b>State Aid - Revenue Limit</b>         |                      |                      |                      |
| 8011 LCFF State Aid                      | \$ 12,762,207        | \$ 13,285,695        | \$ 13,784,944        |
| 8012 Education Protection Account        | 6,406,835            | 6,594,556            | 6,797,666            |
| 8019 State Aid - Prior Year              | -                    | -                    | -                    |
| 8096 In Lieu of Property Taxes           | 2,920,439            | 2,920,439            | 2,920,439            |
|  | <u>22,089,481</u>    | <u>22,800,690</u>    | <u>23,503,048</u>    |
| <b>Federal Revenue</b>                   |                      |                      |                      |
| 8181 Special Education - Entitlement     | 226,058              | 226,058              | 226,058              |
| 8290 Title I, Part A - Basic Low Income  | 236,916              | 236,916              | 236,916              |
| 8291 Title II, Part A - Teacher Quality  | 45,289               | 45,289               | 45,289               |
| 8294 Title IV                            | 18,901               | 18,901               | 18,901               |
| 8294 Title V, Part B - PCSG              | -                    | -                    | -                    |
| 8299 Prior Year Federal Revenue          | -                    | -                    | -                    |
|  | <u>527,164</u>       | <u>527,164</u>       | <u>527,164</u>       |
| <b>Other State Revenue</b>               |                      |                      |                      |
| 8311 State Special Education             | 1,558,911            | 1,558,911            | 1,558,911            |
| 8550 Mandated Cost                       | 62,039               | 61,761               | 62,045               |
| 8560 State Lottery                       | 432,987              | 432,987              | 432,987              |
| 8598 Prior Year Revenue                  | -                    | -                    | -                    |
| 8599 Other State Revenue                 | 927,812              | 879,302              | 686,945              |
|  | <u>2,981,749</u>     | <u>2,932,961</u>     | <u>2,740,888</u>     |
| <b>Other Local Revenue</b>               |                      |                      |                      |
| 8660 Interest Revenue                    | 32,160               | 32,160               | 32,160               |
| 8699 School Fundraising                  | 3,259                | 3,259                | 3,259                |
|  | <u>35,419</u>        | <u>35,419</u>        | <u>35,419</u>        |
| <b>Total Revenue</b>                     | <b>\$ 25,633,812</b> | <b>\$ 26,296,233</b> | <b>\$ 26,806,519</b> |
| <b>Expenses</b>                          |                      |                      |                      |
| <b>Certificated Salaries</b>             |                      |                      |                      |
| 1100 Teachers' Salaries                  | 7,378,892            | 7,526,470            | 7,676,999            |
| 1175 Teachers' Extra Duty/Stipends       | 2,191,557            | 2,235,388            | 2,280,096            |
| 1200 Pupil Support Salaries              | 796,988              | 812,928              | 829,186              |
| 1300 Administrators' Salaries            | 1,018,406            | 1,038,774            | 1,059,549            |
|  | <u>11,385,843</u>    | <u>11,613,559</u>    | <u>11,845,831</u>    |
| <b>Classified Salaries</b>               |                      |                      |                      |
| 2100 Instructional Salaries              | 54,514               | 55,605               | 56,717               |
| 2200 Support Salaries                    | -                    | -                    | -                    |
| 2300 Classified Administrators' Salaries | 157,059              | 160,200              | 163,404              |
| 2400 Clerical and Office Staff Salaries  | 48,561               | 49,533               | 50,523               |
|  | <u>260,134</u>       | <u>265,337</u>       | <u>270,644</u>       |
| <b>Benefits</b>                          |                      |                      |                      |
| 3101 STRS                                | 2,174,696            | 2,218,190            | 2,262,554            |
| 3301 OASDI                               | 11,200               | 13,709               | 13,983               |
| 3311 Medicare                            | 167,612              | 171,603              | 175,035              |
| 3401 Health and Welfare                  | 1,301,851            | 1,327,888            | 1,354,445            |
| 3501 State Unemployment                  | 238,630              | 238,630              | 238,630              |
| 3601 Workers' Compensation               | 161,832              | 165,685              | 168,999              |
| 3901 Other Benefits                      | 92,422               | 94,623               | 96,515               |
|  | <u>4,148,243</u>     | <u>4,230,328</u>     | <u>4,310,162</u>     |

**NorCal FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|   | 2024-25              | 2025-26              | 2026-27              |
|---|----------------------|----------------------|----------------------|
|   | Budget               | Forecast             | Forecast             |
| <b>Books and Supplies</b>                   |                      |                      |                      |
| 4100 Textbooks and Core Curricula           | 222,400              | 226,848              | 231,385              |
| 4200 Books and Other Materials              | 1,739,800            | 1,774,596            | 1,810,088            |
| 4302 School Supplies                        | 14,900               | 15,198               | 15,502               |
| 4305 Software                               | 1,682,300            | 1,715,946            | 1,750,265            |
| 4310 Office Expense                         | 54,500               | 55,590               | 56,702               |
| 4311 Business Meals                         | 14,700               | 14,994               | 15,294               |
| 4400 Noncapitalized Equipment               | 340,600              | 347,412              | 354,360              |
|   | 4,069,200            | 4,150,584            | 4,233,596            |
| <b>Subagreement Services</b>                |                      |                      |                      |
| 5102 Special Education                      | 1,730,400            | 1,765,008            | 1,800,308            |
| 5103 Substitute Teacher                     | 38,700               | 39,474               | 40,263               |
| 5105 Security                               | 100                  | 102                  | 104                  |
| 5106 Other Educational Consultants          | 214,600              | 218,892              | 223,270              |
| 5107 Instructional Services                 | 52,600               | 53,652               | 54,725               |
|   | 2,036,400            | 2,077,128            | 2,118,671            |
| <b>Operations and Housekeeping</b>          |                      |                      |                      |
| 5201 Auto and Travel                        | 71,100               | 72,522               | 73,972               |
| 5300 Dues & Memberships                     | 45,400               | 46,308               | 47,234               |
| 5400 Insurance                              | 36,900               | 37,638               | 38,391               |
| 5501 Utilities                              | 2,600                | 2,652                | 2,705                |
| 5502 Janitorial Services                    | 12,100               | 12,342               | 12,589               |
| 5900 Communications                         | 11,800               | 12,036               | 12,277               |
| 5901 Postage and Shipping                   | 54,800               | 55,896               | 57,014               |
|   | 234,700              | 239,394              | 244,182              |
| <b>Facilities, Repairs and Other Leases</b> |                      |                      |                      |
| 5601 Rent                                   | 31,000               | 31,620               | 32,252               |
| 5602 Additional Rent                        | 7,200                | 7,344                | 7,491                |
| 5603 Equipment Leases                       | 3,400                | 3,468                | 3,537                |
| 5604 Other Leases                           | 79,000               | 80,580               | 82,192               |
| 5610 Repairs and Maintenance                | 11,700               | 11,934               | 12,173               |
|   | 132,300              | 134,946              | 137,645              |
| <b>Professional/Consulting Services</b>     |                      |                      |                      |
| 5801 IT                                     | 752,500              | 767,550              | 782,901              |
| 5802 Audit & Taxes                          | 57,700               | 58,854               | 60,031               |
| 5803 Legal                                  | 53,600               | 54,672               | 55,765               |
| 5804 Professional Development               | 251,700              | 256,734              | 261,869              |
| 5805 General Consulting                     | 450,400              | 459,408              | 468,596              |
| 5807 Bank Charges                           | 2,000                | 2,040                | 2,081                |
| 5808 Printing                               | 600                  | 612                  | 624                  |
| 5809 Other taxes and fees                   | 73,800               | 75,276               | 76,782               |
| 5810 Payroll Service Fee                    | -                    | -                    | -                    |
| 5811 Management Fee                         | 512,676              | 522,930              | 533,388              |
| 5812 District Oversight Fee                 | 220,895              | 228,007              | 235,030              |
| 5814 SPED Encroachment                      | -                    | -                    | -                    |
| 5815 Public Relations/Recruitment           | 271,200              | 276,624              | 282,156              |
|   | 2,647,071            | 2,702,707            | 2,759,224            |
| <b>Depreciation</b>                         |                      |                      |                      |
| 6900 Depreciation Expense                   | 65,400               | 66,708               | 68,042               |
|   | 65,400               | 66,708               | 68,042               |
| <b>Interest</b>                             |                      |                      |                      |
|   | -                    | -                    | -                    |
| <b>Total Expenses</b>                       | <b>\$ 24,979,290</b> | <b>\$ 25,480,691</b> | <b>\$ 25,987,995</b> |
| <b>Surplus (Deficit)</b>                    | <b>\$ 654,521</b>    | <b>\$ 815,543</b>    | <b>\$ 818,523</b>    |
|   | 3%                   | 3%                   | 3%                   |
| Fund Balance, Beginning of Year             | \$ 18,600,497        | \$ 19,255,018        | \$ 20,070,561        |
| Fund Balance, End of Year                   | \$ 19,255,018        | \$ 20,070,561        | \$ 20,889,084        |
|   | 77.1%                | 78.8%                | 80.4%                |

**NorCal FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|                                      | 2024-25             | 2025-26             | 2026-27             |
|--------------------------------------|---------------------|---------------------|---------------------|
|                                      | Budget              | Forecast            | Forecast            |
| <b>Cash Flow Adjustments</b>         |                     |                     |                     |
| Surplus (Deficit)                    | (1,863,418)         | (2,694,151)         | (2,916,896)         |
| Cash Flows From Operating Activities |                     | -                   | -                   |
| Depreciation/Amortization            | 65,400              | 66,708              | 68,042              |
| Public Funding Receivables           | 4,334,232           | 2,581,154           | 3,584,405           |
| Grants and Contributions Rec.        | -                   | -                   | -                   |
| Due To/From Related Parties          | -                   | -                   | -                   |
| Prepaid Expenses                     | -                   | -                   | -                   |
| Other Assets                         | -                   | -                   | -                   |
| Accounts Payable                     | (1,506,078)         | (63,214)            | (74,711)            |
| Accrued Expenses                     | -                   | -                   | -                   |
| Deferred Revenue                     | -                   | -                   | -                   |
| Other Liabilities                    | (630,650)           | (594,268)           | (450,000)           |
| Cash Flows From Investing Activities |                     | -                   | -                   |
| Purchases of Prop. And Equip.        | -                   | -                   | -                   |
| Notes Receivable                     | -                   | -                   | -                   |
| Cash Flows From Financing Activities |                     | -                   | -                   |
| Proceeds from Factoring              | -                   | -                   | -                   |
| Payments on Factoring                | -                   | -                   | -                   |
| Proceeds(Payments) on Debt           | -                   | -                   | -                   |
| Total Change in Cash                 | 399,486             | (703,772)           | 210,840             |
| Cash, Beginning of Year              | 7,468,201           | 7,867,687           | 7,163,915           |
| <b>Cash, End of Year</b>             | <b>\$ 7,867,687</b> | <b>\$ 7,163,915</b> | <b>\$ 7,374,755</b> |

**NorCal FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 1738.90

**Revenues****State Aid - Revenue Limit**

|      |                              |   |           |           |           |           |           |           |           |           |           |           |             |            |            |   |
|------|------------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|------------|------------|---|
| 8011 | LCFF State Aid               | - | 940,832   | 940,832   | 1,693,497 | 1,693,497 | 1,693,497 | 1,693,497 | 1,693,497 | 1,694,421 | 1,694,421 | 1,694,421 | (4,364,630) | 12,762,207 | 12,762,207 | - |
| 8012 | Education Protection Account | - | -         | 86,945    | -         | -         | 86,945    | -         | -         | 86,945    | -         | -         | 6,145,999   | 6,406,835  | 6,406,835  | - |
| 8096 | In Lieu of Property Taxes    | - | 175,183   | 350,367   | 233,578   | 233,578   | 233,578   | 233,578   | 233,578   | 409,000   | 204,500   | 204,500   | 204,500     | 2,920,439  | 2,920,439  | - |
|      |                              | - | 1,116,015 | 1,378,144 | 1,927,075 | 1,927,075 | 2,014,020 | 1,927,075 | 1,927,075 | 2,190,367 | 1,898,921 | 1,898,921 | 1,898,921   | 22,089,481 | 22,089,481 | - |

**Federal Revenue**

|      |                                    |   |        |        |        |        |         |        |        |        |        |        |        |         |         |   |
|------|------------------------------------|---|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|---------|---------|---|
| 8181 | Special Education - Entitlement    | - | 11,300 | 11,300 | 20,340 | 20,340 | 20,340  | 20,340 | 20,351 | 20,351 | 20,351 | 20,351 | 20,351 | 226,058 | 226,058 | - |
| 8290 | Title I, Part A - Basic Low Income | - | -      | 59,229 | -      | -      | 177,687 | -      | -      | -      | -      | -      | -      | 236,916 | 236,916 | - |
| 8291 | Title II, Part A - Teacher Quality | - | -      | 11,322 | -      | -      | 33,967  | -      | -      | -      | -      | -      | -      | 45,289  | 45,289  | - |
| 8294 | Title IV                           | - | -      | -      | -      | 18,901 | -       | -      | -      | -      | -      | -      | -      | 18,901  | 18,901  | - |
|      |                                    | - | 11,300 | 81,851 | 20,340 | 39,241 | 231,994 | 20,340 | 20,340 | 20,351 | 20,351 | 20,351 | 20,351 | 527,164 | 527,164 | - |

**Other State Revenue**

|      |                         |   |        |        |         |         |         |         |         |         |         |         |         |           |           |   |
|------|-------------------------|---|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---|
| 8311 | State Special Education | - | 77,926 | 77,926 | 140,268 | 140,268 | 140,268 | 140,268 | 140,344 | 140,344 | 140,344 | 140,344 | 140,344 | 1,558,911 | 1,558,911 | - |
| 8550 | Mandated Cost           | - | -      | -      | -       | -       | 62,039  | -       | -       | -       | -       | -       | -       | 62,039    | 62,039    | - |
| 8560 | State Lottery           | - | -      | -      | -       | -       | -       | 108,220 | -       | 108,220 | -       | -       | -       | 432,987   | 432,987   | - |
| 8599 | Other State Revenue     | - | 4,347  | 4,347  | 218,042 | 7,825   | 7,825   | 218,042 | 7,825   | 7,825   | 7,825   | 7,825   | 218,042 | 927,812   | 927,812   | - |
|      |                         | - | 82,274 | 82,274 | 358,309 | 148,093 | 210,132 | 466,529 | 148,093 | 148,169 | 466,606 | 148,169 | 148,169 | 2,981,749 | 2,981,749 | - |

**Other Local Revenue**

|      |                    |       |       |       |       |       |       |       |       |       |       |       |       |        |        |   |
|------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|---|
| 8660 | Interest Revenue   | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | -     | 32,160 | 32,160 | - |
| 8699 | School Fundraising | -     | 163   | 163   | 424   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | -     | 3,259  | 3,259  | - |
|      |                    | 2,680 | 2,843 | 2,843 | 3,104 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 2,680 | 35,419 | 35,419 | - |

**Total Revenue**

|  |  |       |           |           |           |           |           |           |           |           |           |           |           |           |            |            |   |
|--|--|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---|
|  |  | 2,680 | 1,212,432 | 1,545,112 | 2,308,828 | 2,117,447 | 2,459,184 | 2,416,983 | 2,098,546 | 2,361,926 | 2,388,917 | 2,070,480 | 2,070,122 | 2,581,154 | 25,633,812 | 25,633,812 | - |
|--|--|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---|

**Expenses****Certificated Salaries**

|      |                               |         |         |         |         |         |         |         |         |         |         |         |   |            |            |   |
|------|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|------------|------------|---|
| 1100 | Teachers' Salaries            | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | 614,908 | - | 7,378,892  | 7,378,892  | - |
| 1175 | Teachers' Extra Duty/Stipends | -       | 199,232 | 199,232 | 199,232 | 199,232 | 199,232 | 199,232 | 199,232 | 199,232 | 199,232 | 199,232 | - | 2,191,557  | 2,191,557  | - |
| 1200 | Pupil Support Salaries        | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | 66,416  | - | 796,988    | 796,988    | - |
| 1300 | Administrators' Salaries      | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | 84,867  | - | 1,018,406  | 1,018,406  | - |
|      |                               | 766,190 | 965,423 | 965,423 | 965,423 | 965,423 | 965,423 | 965,423 | 965,423 | 965,423 | 965,423 | 965,423 | - | 11,385,843 | 11,385,843 | - |

**Classified Salaries**

|      |                                     |        |        |        |        |        |        |        |        |        |        |        |        |         |         |   |
|------|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---|
| 2100 | Instructional Salaries              | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 3,786  | 9,086  | 54,514  | 54,514  | - |
| 2300 | Classified Administrators' Salaries | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 10,907 | 26,176 | 157,059 | 157,059 | - |
| 2400 | Clerical and Office Staff Salaries  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 3,372  | 8,094  | 48,561  | 48,561  | - |
|      |                                     | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 18,065 | 43,356 | 260,134 | 260,134 | - |

**Benefits**

|      |                       |         |         |         |         |         |         |         |         |         |         |         |   |           |           |   |
|------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|---|
| 3101 | STRS                  | 146,342 | 184,396 | 184,396 | 184,396 | 184,396 | 184,396 | 184,396 | 184,396 | 184,396 | 184,396 | 184,396 | - | 2,174,696 | 2,174,696 | - |
| 3301 | OASDI                 | 933     | 933     | 933     | 933     | 933     | 933     | 933     | 933     | 933     | 933     | 933     | - | 11,200    | 11,200    | - |
| 3311 | Medicare              | 11,329  | 14,207  | 14,207  | 14,207  | 14,207  | 14,207  | 14,207  | 14,207  | 14,207  | 14,207  | 14,207  | - | 167,612   | 167,612   | - |
| 3401 | Health and Welfare    | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | 108,488 | - | 1,301,851 | 1,301,851 | - |
| 3501 | State Unemployment    | 11,932  | 11,932  | 11,932  | 11,932  | 11,932  | 59,658  | 47,726  | 23,863  | 11,932  | 11,932  | 11,932  | - | 238,630   | 238,630   | - |
| 3601 | Workers' Compensation | 10,939  | 13,718  | 13,718  | 13,718  | 13,718  | 13,718  | 13,718  | 13,718  | 13,718  | 13,718  | 13,718  | - | 161,832   | 161,832   | - |
| 3901 | Other Benefits        | 6,247   | 7,834   | 7,834   | 7,834   | 7,834   | 7,834   | 7,834   | 7,834   | 7,834   | 7,834   | 7,834   | - | 92,422    | 92,422    | - |
|      |                       | 296,210 | 341,507 | 341,507 | 341,507 | 341,507 | 389,233 | 377,302 | 353,439 | 341,507 | 341,507 | 341,507 | - | 4,148,243 | 4,148,243 | - |

**NorCal FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 1738.90



|   | Jul-24      | Aug-24    | Sep-24    | Oct-24    | Nov-24    | Dec-24    | Jan-25    | Feb-25    | Mar-25    | Apr-25    | May-25    | Jun-25    | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|------------------|--------------------------|-------------------------|
| <b>Books and Supplies</b>                   |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 4100 Textbooks and Core Materials           | 18,533      | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | 18,533    | -                    | 222,400          | 222,400                  | -                       |
| 4200 Books and Reference Materials          | 144,983     | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | 144,983   | -                    | 1,739,800        | 1,739,800                | -                       |
| 4302 School Supplies                        | -           | 4,714     | 1,464     | 868       | 2,925     | -         | (4,731)   | 4,742     | 1,292     | 1,208     | 1,208     | 1,208     | -                    | 14,900           | 14,900                   | -                       |
| 4305 Software                               | 140,192     | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | 140,192   | -                    | 1,682,300        | 1,682,300                | -                       |
| 4310 Office Expense                         | 4,542       | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | 4,542     | -                    | 54,500           | 54,500                   | -                       |
| 4311 Business Meals                         | 1,225       | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | 1,225     | -                    | 14,700           | 14,700                   | -                       |
| 4400 Noncapitalized Equipment               | -           | 107,762   | 33,465    | 19,833    | 66,873    | -         | (108,143) | 108,400   | 29,542    | 27,623    | 27,623    | 27,623    | -                    | 340,600          | 340,600                  | -                       |
|   | 309,475     | 421,951   | 344,404   | 330,175   | 379,273   | 309,475   | 196,601   | 422,617   | 340,310   | 338,306   | 338,306   | 338,306   | -                    | 4,069,200        | 4,069,200                | -                       |
| <b>Subagreement Services</b>                |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 5102 Special Education                      | 144,200     | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | 144,200   | -                    | 1,730,400        | 1,730,400                | -                       |
| 5103 Substitute Teacher                     | 3,225       | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | 3,225     | -                    | 38,700           | 38,700                   | -                       |
| 5105 Security                               | 8           | 8         | 8         | 8         | 8         | 8         | 8         | 8         | 8         | 8         | 8         | 8         | -                    | 100              | 100                      | -                       |
| 5106 Other Educational Consultants          | -           | 67,897    | 21,085    | 12,496    | 42,134    | -         | (68,137)  | 68,299    | 18,613    | 17,404    | 17,404    | 17,404    | -                    | 214,600          | 214,600                  | -                       |
| 5107 Instructional Services                 | 4,383       | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | 4,383     | -                    | 52,600           | 52,600                   | -                       |
|   | 151,817     | 219,714   | 172,902   | 164,313   | 193,951   | 151,817   | 83,680    | 220,116   | 170,430   | 169,221   | 169,221   | 169,221   | -                    | 2,036,400        | 2,036,400                | -                       |
| <b>Operations and Housekeeping</b>          |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 5201 Auto and Travel                        | 5,925       | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | 5,925     | -                    | 71,100           | 71,100                   | -                       |
| 5300 Dues & Memberships                     | 3,783       | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | 3,783     | -                    | 45,400           | 45,400                   | -                       |
| 5400 Insurance                              | 3,075       | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | 3,075     | -                    | 36,900           | 36,900                   | -                       |
| 5501 Utilities                              | 217         | 217       | 217       | 217       | 217       | 217       | 217       | 217       | 217       | 217       | 217       | 217       | -                    | 2,600            | 2,600                    | -                       |
| 5502 Janitorial Services                    | 1,008       | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | 1,008     | -                    | 12,100           | 12,100                   | -                       |
| 5900 Communications                         | 983         | 983       | 983       | 983       | 983       | 983       | 983       | 983       | 983       | 983       | 983       | 983       | -                    | 11,800           | 11,800                   | -                       |
| 5901 Postage and Shipping                   | 4,567       | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | 4,567     | -                    | 54,800           | 54,800                   | -                       |
|   | 19,558      | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | 19,558    | -                    | 234,700          | 234,700                  | -                       |
| <b>Facilities, Repairs and Other Leases</b> |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 5601 Rent                                   | 2,583       | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | 2,583     | -                    | 31,000           | 31,000                   | -                       |
| 5602 Additional Rent                        | 600         | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | -                    | 7,200            | 7,200                    | -                       |
| 5603 Equipment Leases                       | 283         | 283       | 283       | 283       | 283       | 283       | 283       | 283       | 283       | 283       | 283       | 283       | -                    | 3,400            | 3,400                    | -                       |
| 5604 Other Leases                           | 6,583       | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | 6,583     | -                    | 79,000           | 79,000                   | -                       |
| 5610 Repairs and Maintenance                | 975         | 975       | 975       | 975       | 975       | 975       | 975       | 975       | 975       | 975       | 975       | 975       | -                    | 11,700           | 11,700                   | -                       |
|   | 11,025      | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | 11,025    | -                    | 132,300          | 132,300                  | -                       |
| <b>Professional/Consulting Services</b>     |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 5801 IT                                     | 62,708      | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | 62,708    | -                    | 752,500          | 752,500                  | -                       |
| 5802 Audit & Taxes                          | -           | -         | -         | 19,233    | 19,233    | 19,233    | -         | -         | -         | -         | -         | -         | -                    | 57,700           | 57,700                   | -                       |
| 5803 Legal                                  | 4,467       | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | 4,467     | -                    | 53,600           | 53,600                   | -                       |
| 5804 Professional Development               | 20,975      | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | 20,975    | -                    | 251,700          | 251,700                  | -                       |
| 5805 General Consulting                     | 37,533      | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | 37,533    | -                    | 450,400          | 450,400                  | -                       |
| 5806 Special Activities/Field Trips         | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | 0                | 0                        | -                       |
| 5807 Bank Charges                           | 167         | 167       | 167       | 167       | 167       | 167       | 167       | 167       | 167       | 167       | 167       | 167       | -                    | 2,000            | 2,000                    | -                       |
| 5808 Printing                               | 50          | 50        | 50        | 50        | 50        | 50        | 50        | 50        | 50        | 50        | 50        | 50        | -                    | 600              | 600                      | -                       |
| 5809 Other taxes and fees                   | 6,150       | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | 6,150     | -                    | 73,800           | 73,800                   | -                       |
| 5811 Management Fee                         | 42,723      | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | 42,723    | -                    | 512,676          | 512,676                  | -                       |
| 5812 District Oversight Fee                 | -           | 11,160    | 13,781    | 19,271    | 19,271    | 20,140    | 19,271    | 19,271    | 21,904    | 18,989    | 18,989    | 18,989    | 19,859               | 220,895          | 220,895                  | -                       |
| 5815 Public Relations/Recruitment           | 22,600      | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | 22,600    | -                    | 271,200          | 271,200                  | -                       |
|   | 197,373     | 208,533   | 211,154   | 235,877   | 235,877   | 236,747   | 216,644   | 216,644   | 219,277   | 216,362   | 216,362   | 216,362   | 19,859               | 2,647,071        | 2,647,071                | -                       |
| <b>Depreciation</b>                         |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| 6900 Depreciation Expense                   | 5,450       | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | -                    | 65,400           | 65,400                   | -                       |
|   | 5,450       | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | -                    | 65,400           | 65,400                   | -                       |
| <b>Interest</b>                             |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
|   | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                | -                        | -                       |
| <b>Total Expenses</b>                       |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
|   | 1,775,163   | 2,211,226 | 2,089,489 | 2,091,394 | 2,170,129 | 2,059,067 | 1,905,679 | 2,256,199 | 2,102,976 | 2,084,917 | 2,084,917 | 2,084,917 | 63,214               | 24,979,290       | 24,979,290               | -                       |
| <b>Monthly Surplus (Deficit)</b>            |             |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
|   | (1,772,483) | (998,795) | (544,377) | 217,435   | (52,682)  | 400,118   | 511,304   | (157,653) | 258,949   | 304,000   | (14,437)  | (14,796)  | 2,517,939            | 654,521          | 654,521                  | -                       |
|   |             |           |           |           |           |           |           |           |           |           |           |           |                      | 2.6%             |                          |                         |

**NorCal FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 1738.90

**Cash Flow Adjustments**

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-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<br>Accruals |
|--------------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|
| Monthly Surplus (Deficit)            | (1,772,483) | (998,795) | (544,377) | 217,435   | (52,682)  | 400,118   | 511,304   | (157,653) | 258,949   | 304,000   | (14,437)  | (14,796)  | 2,517,939            |
| Cash flows from operating activities |             |           |           |           |           |           |           |           |           |           |           |           |                      |
| Depreciation/Amortization            | 5,450       | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | 5,450     | -                    |
| Public Funding Receivables           | 4,176,653   | -         | -         | 236,576   | -         | -         | (78,997)  | -         | -         | -         | -         | -         | (2,581,154)          |
| Grants and Contributions Rec.        | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Due To/From Related Parties          | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Prepaid Expenses                     | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Other Assets                         | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Accounts Payable                     | (1,506,078) | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 63,214               |
| Accrued Expenses                     | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Other Liabilities                    | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    |
| Deferred Revenue                     | -           | -         | -         | (210,217) | -         | -         | (210,217) | -         | -         | (210,217) | -         | -         | (1,471,516)          |
| 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                 | 903,542     | (993,345) | (538,927) | 249,244   | (47,232)  | 405,568   | 227,540   | (152,203) | 264,399   | 99,233    | (8,987)   | (9,346)   |                      |
| Cash, Beginning of Month             | 7,468,201   | 8,371,743 | 7,378,398 | 6,839,471 | 7,088,715 | 7,041,483 | 7,447,050 | 7,674,590 | 7,522,387 | 7,786,787 | 7,886,020 | 7,877,033 |                      |
| Cash, End of Month                   | 8,371,743   | 7,378,398 | 6,839,471 | 7,088,715 | 7,041,483 | 7,447,050 | 7,674,590 | 7,522,387 | 7,786,787 | 7,886,020 | 7,877,033 | 7,867,687 |                      |

| Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------|-------------------------|
|--------------------------|-------------------------|

| Cert.     | Instr.  |
|-----------|---------|
| 65.8%     | 83.0%   |
| 6,620,502 | 767,130 |

| Pupil:Teacher Ratio |
|---------------------|
| 20.39               |



## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 1738.90

#### Revenues

##### State Aid - Revenue Limit

|                                   | Jul-25 | Aug-25  | Sep-25    | Oct-25    | Nov-25    | Dec-25    | Jan-26    | Feb-26    | Mar-26    | Apr-26    | May-26    | Jun-26    | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|-----------------------------------|--------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|------------------------|-------------------------|
| 8011 LCFF State Aid               | -      | 664,285 | 664,285   | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713 | 1,195,713            | 13,285,695         | 12,762,207             | 523,488                 |
| 8012 Education Protection Account | -      | -       | -         | 1,601,709 | -         | -         | 1,601,709 | -         | -         | 1,742,500 | -         | -         | 1,648,639            | 6,594,556          | 6,406,835              | 187,721                 |
| 8096 In Lieu of Property Taxes    | -      | 175,226 | 350,453   | 233,635   | 233,635   | 233,635   | 233,635   | 233,635   | 408,861   | 204,431   | 204,431   | 204,431   | 204,431              | 2,920,439          | 2,920,439              | -                       |
|                                   | -      | 839,511 | 1,014,737 | 3,031,056 | 1,429,348 | 1,429,348 | 3,031,056 | 1,429,348 | 1,604,574 | 3,142,643 | 1,400,143 | 1,400,143 | 3,048,782            | 22,800,690         | 22,089,481             | 711,209                 |

##### Federal Revenue

|   |   |        |        |        |        |        |        |        |        |        |        |        |        |         |         |   |
|---|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---|
| 8181 Special Education - Entitlement    | - | 11,303 | 11,303 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 226,058 | 226,058 | - |
| 8290 Title I, Part A - Basic Low Income | - | -      | 59,229 | -      | -      | 59,229 | -      | -      | 59,229 | -      | -      | -      | 59,229 | 236,916 | 236,916 | - |
| 8291 Title II, Part A - Teacher Quality | - | -      | 11,322 | -      | -      | 11,322 | -      | -      | 11,322 | -      | -      | -      | 11,322 | 45,289  | 45,289  | - |
| 8294 Title V, Part B - PCSG             | - | -      | 4,725  | -      | -      | 4,725  | -      | -      | 4,725  | -      | -      | 4,725  | -      | 18,901  | 18,901  | - |
|   | - | 11,303 | 86,579 | 20,345 | 20,345 | 95,622 | 20,345 | 20,345 | 95,622 | 20,345 | 20,345 | 25,070 | 90,896 | 527,164 | 527,164 | - |

##### Other State Revenue

|                              |   |        |        |         |         |         |         |         |         |         |         |         |         |           |           |          |
|------------------------------|---|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|----------|
| 8311 State Special Education | - | 77,946 | 77,946 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 1,558,911 | 1,558,911 | -        |
| 8550 Mandated Cost           | - | -      | -      | -       | -       | 61,761  | -       | -       | -       | -       | -       | -       | -       | 61,761    | 62,039    | (278)    |
| 8560 State Lottery           | - | -      | -      | -       | -       | -       | 108,247 | -       | -       | 108,247 | -       | -       | 216,494 | 432,987   | 432,987   | -        |
| 8599 Other State Revenue     | - | -      | -      | -       | 571,546 | -       | -       | -       | -       | 219,826 | -       | -       | 87,930  | 879,302   | 927,812   | (48,510) |
|                              | - | 77,946 | 77,946 | 140,302 | 711,848 | 202,063 | 248,549 | 140,302 | 140,302 | 468,374 | 140,302 | 140,302 | 444,726 | 2,932,961 | 2,981,749 | (48,788) |

##### Other Local Revenue

|                         |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |   |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|---|
| 8660 Interest Revenue   | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | - | 32,160 | 32,160 | - |
| 8699 School Fundraising | -     | 163   | 163   | 424   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | -     | - | 3,259  | 3,259  | - |
|                         | 2,680 | 2,843 | 2,843 | 3,104 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 2,680 | - | 35,419 | 35,419 | - |

#### Total Revenue

|  |       |         |           |           |           |           |           |           |           |           |           |           |           |            |            |         |
|--|-------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------|
|  | 2,680 | 931,602 | 1,182,105 | 3,194,807 | 2,164,580 | 1,730,070 | 3,302,989 | 1,593,033 | 1,843,536 | 3,634,401 | 1,563,829 | 1,568,196 | 3,584,405 | 26,296,233 | 25,633,812 | 662,422 |
|--|-------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------|

#### Expenses

##### Certificated Salaries

|                                    |         |         |         |         |         |         |         |         |         |         |         |         |   |            |            |           |
|------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|------------|------------|-----------|
| 1100 Teachers' Salaries            | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | 627,206 | - | 7,526,470  | 7,378,892  | (147,578) |
| 1175 Teachers' Extra Duty/Stipends | -       | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | 203,217 | - | 2,235,388  | 2,191,557  | (43,831)  |
| 1200 Pupil Support Salaries        | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | 67,744  | - | 812,928    | 796,988    | (15,940)  |
| 1300 Administrators' Salaries      | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | 86,564  | - | 1,038,774  | 1,018,406  | (20,368)  |
|                                    | 781,514 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | 984,731 | - | 11,613,559 | 11,385,843 | (227,717) |

##### Classified Salaries

|  |        |        |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2100 Instructional Salaries              | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 3,861  | 9,267  | 55,605  | 54,514  | (1,090) |
| 2300 Classified Administrators' Salaries | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 11,125 | 26,700 | 160,200 | 157,059 | (3,141) |
| 2400 Clerical and Office Staff Salaries  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 3,440  | 8,255  | 49,533  | 48,561  | (971)   |
|  | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 18,426 | 44,223 | 265,337 | 260,134 | (5,203) |

##### Benefits

|                            |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 3101 STRS                  | 149,269 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | 188,084 | - | 2,218,190 | 2,174,696 | (43,494) |
| 3301 OASDI                 | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | 1,142   | - | 13,709    | 11,200    | (2,509)  |
| 3311 Medicare              | 11,599  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | 14,546  | - | 171,603   | 167,612   | (3,991)  |
| 3401 Health and Welfare    | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | 110,657 | - | 1,327,888 | 1,301,851 | (26,037) |
| 3501 State Unemployment    | 11,932  | 11,932  | 11,932  | 11,932  | 11,932  | 11,932  | 59,658  | 47,726  | 23,863  | 11,932  | 11,932  | 11,932  | - | 238,630   | 238,630   | -        |
| 3601 Workers' Compensation | 11,199  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | 14,044  | - | 165,685   | 161,832   | (3,853)  |
| 3901 Other Benefits        | 6,396   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | 8,021   | - | 94,623    | 92,422    | (2,201)  |
|                            | 302,195 | 348,426 | 348,426 | 348,426 | 348,426 | 348,426 | 396,152 | 384,220 | 360,357 | 348,426 | 348,426 | 348,426 | - | 4,230,328 | 4,148,243 | (82,085) |

##### Books and Supplies

|                                       |         |         |         |         |         |         |           |         |         |         |         |         |   |           |           |          |
|---------------------------------------|---------|---------|---------|---------|---------|---------|-----------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 4100 Textbooks and Core Curricula Mat | 18,904  | 18,904  | 18,904  | 18,904  | 18,904  | 18,904  | 18,904    | 18,904  | 18,904  | 18,904  | 18,904  | 18,904  | - | 226,848   | 222,400   | (4,448)  |
| 4200 Books and Other Reference Mater  | 147,883 | 147,883 | 147,883 | 147,883 | 147,883 | 147,883 | 147,883   | 147,883 | 147,883 | 147,883 | 147,883 | 147,883 | - | 1,774,596 | 1,739,800 | (34,796) |
| 4302 School Supplies                  | -       | 4,808   | 1,493   | 885     | 2,984   | -       | (4,825)   | 4,837   | 1,318   | 1,233   | 1,233   | 1,233   | - | 15,198    | 14,900    | (298)    |
| 4305 Software                         | 142,996 | 142,996 | 142,996 | 142,996 | 142,996 | 142,996 | 142,996   | 142,996 | 142,996 | 142,996 | 142,996 | 142,996 | - | 1,715,946 | 1,682,300 | (33,646) |
| 4310 Office Expense                   | 4,633   | 4,633   | 4,633   | 4,633   | 4,633   | 4,633   | 4,633     | 4,633   | 4,633   | 4,633   | 4,633   | 4,633   | - | 55,590    | 54,500    | (1,090)  |
| 4311 Business Meals                   | 1,250   | 1,250   | 1,250   | 1,250   | 1,250   | 1,250   | 1,250     | 1,250   | 1,250   | 1,250   | 1,250   | 1,250   | - | 14,994    | 14,700    | (294)    |
| 4400 Noncapitalized Equipment         | -       | 109,917 | 34,134  | 20,229  | 68,210  | -       | (110,306) | 110,568 | 30,133  | 28,175  | 28,175  | 28,175  | - | 347,412   | 340,600   | (6,812)  |
|                                       | 315,665 | 430,390 | 351,292 | 336,779 | 386,859 | 315,665 | 200,533   | 431,069 | 347,116 | 345,072 | 345,072 | 345,072 | - | 4,150,584 | 4,069,203 | (81,384) |

## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 1738.90

#### Subagreement Services

|                                    | Jul-25  | Aug-25  | Sep-25  | Oct-25  | Nov-25  | Dec-25  | Jan-26   | Feb-26  | Mar-26  | Apr-26  | May-26  | Jun-26  | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|------------------------------------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|----------------------|--------------------|------------------------|-------------------------|
| 5102 Special Education             | 147,084 | 147,084 | 147,084 | 147,084 | 147,084 | 147,084 | 147,084  | 147,084 | 147,084 | 147,084 | 147,084 | 147,084 | -                    | 1,765,008          | 1,730,400              | (34,608)                |
| 5103 Substitute Teacher            | 3,290   | 3,290   | 3,290   | 3,290   | 3,290   | 3,290   | 3,290    | 3,290   | 3,290   | 3,290   | 3,290   | 3,290   | -                    | 39,474             | 38,700                 | (774)                   |
| 5105 Security                      | 9       | 9       | 9       | 9       | 9       | 9       | 9        | 9       | 9       | 9       | 9       | 9       | -                    | 102                | 100                    | (2)                     |
| 5106 Other Educational Consultants | -       | 69,255  | 21,507  | 12,746  | 42,977  | -       | (69,500) | 69,665  | 18,986  | 17,752  | 17,752  | 17,752  | -                    | 218,892            | 214,600                | (4,292)                 |
| 5107 Instructional Services        | 4,471   | 4,471   | 4,471   | 4,471   | 4,471   | 4,471   | 4,471    | 4,471   | 4,471   | 4,471   | 4,471   | 4,471   | -                    | 53,652             | 52,600                 | (1,052)                 |
|                                    | 154,853 | 224,108 | 176,360 | 167,599 | 197,830 | 154,853 | 85,353   | 224,518 | 173,839 | 172,605 | 172,605 | 172,605 | -                    | 2,077,128          | 2,036,400              | (40,728)                |

#### Operations and Housekeeping

|                           |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |         |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|---------|
| 5201 Auto and Travel      | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | 6,044  | - | 72,522  | 71,100  | (1,422) |
| 5300 Dues & Memberships   | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | 3,859  | - | 46,308  | 45,400  | (908)   |
| 5400 Insurance            | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | 3,137  | - | 37,638  | 36,900  | (738)   |
| 5501 Utilities            | 221    | 221    | 221    | 221    | 221    | 221    | 221    | 221    | 221    | 221    | 221    | 221    | - | 2,652   | 2,600   | (52)    |
| 5502 Janitorial Services  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | 1,029  | - | 12,342  | 12,100  | (242)   |
| 5900 Communications       | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | 1,003  | - | 12,036  | 11,800  | (236)   |
| 5901 Postage and Shipping | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | 4,658  | - | 55,896  | 54,800  | (1,096) |
|                           | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | 19,950 | - | 239,394 | 234,700 | (4,694) |

#### Facilities, Repairs and Other Leases

|                              |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |         |
|------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|---------|
| 5601 Rent                    | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | 2,635  | - | 31,620  | 31,000  | (620)   |
| 5602 Additional Rent         | 612    | 612    | 612    | 612    | 612    | 612    | 612    | 612    | 612    | 612    | 612    | 612    | - | 7,344   | 7,200   | (144)   |
| 5603 Equipment Leases        | 289    | 289    | 289    | 289    | 289    | 289    | 289    | 289    | 289    | 289    | 289    | 289    | - | 3,468   | 3,400   | (68)    |
| 5604 Other Leases            | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | 6,715  | - | 80,580  | 79,000  | (1,580) |
| 5610 Repairs and Maintenance | 995    | 995    | 995    | 995    | 995    | 995    | 995    | 995    | 995    | 995    | 995    | 995    | - | 11,934  | 11,700  | (234)   |
|                              | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | 11,246 | - | 134,946 | 132,300 | (2,646) |

#### Professional/Consulting Services

|                                     |         |         |         |         |         |         |         |         |         |         |         |         |        |           |           |          |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|-----------|-----------|----------|
| 5801 IT                             | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | 63,963  | -      | 767,550   | 752,500   | (15,050) |
| 5802 Audit & Taxes                  | -       | -       | -       | 19,618  | 19,618  | 19,618  | -       | -       | -       | -       | -       | -       | -      | 58,854    | 57,700    | (1,154)  |
| 5803 Legal                          | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | 4,556   | -      | 54,672    | 53,600    | (1,072)  |
| 5804 Professional Development       | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | 21,395  | -      | 256,734   | 251,700   | (5,034)  |
| 5805 General Consulting             | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | 38,284  | -      | 459,408   | 450,400   | (9,008)  |
| 5806 Special Activities/Field Trips | -       | -       | -       | -       | -       | -       | -       | 0       | 0       | 0       | -       | -       | -      | 0         | 0         | (0)      |
| 5807 Bank Charges                   | 170     | 170     | 170     | 170     | 170     | 170     | 170     | 170     | 170     | 170     | 170     | 170     | -      | 2,040     | 2,000     | (40)     |
| 5808 Printing                       | 51      | 51      | 51      | 51      | 51      | 51      | 51      | 51      | 51      | 51      | 51      | 51      | -      | 612       | 600       | (12)     |
| 5809 Other taxes and fees           | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | 6,273   | -      | 75,276    | 73,800    | (1,476)  |
| 5811 Management Fee                 | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | 43,577  | -      | 522,930   | 512,676   | (10,254) |
| 5812 District Oversight Fee         | -       | 8,395   | 10,147  | 30,311  | 14,293  | 14,293  | 30,311  | 14,293  | 16,046  | 31,426  | 14,001  | 14,001  | 30,488 | 228,007   | 220,895   | (7,112)  |
| 5815 Public Relations/Recruitment   | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | 23,052  | -      | 276,624   | 271,200   | (5,424)  |
|                                     | 201,320 | 209,716 | 211,468 | 251,249 | 235,232 | 235,232 | 231,631 | 215,614 | 217,366 | 232,747 | 215,322 | 215,322 | 30,488 | 2,702,707 | 2,647,071 | (55,636) |

#### Depreciation

|                           |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |         |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|---------|
| 6900 Depreciation Expense | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | - | 66,708 | 65,400 | (1,308) |
|                           | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | 5,559 | - | 66,708 | 65,400 | (1,308) |

#### Interest

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

#### Total Expenses

|  |           |           |           |           |           |           |           |           |           |           |           |           |        |            |            |           |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------|------------|------------|-----------|
|  | 1,810,727 | 2,252,551 | 2,127,457 | 2,143,964 | 2,208,257 | 2,094,087 | 1,953,581 | 2,295,333 | 2,138,589 | 2,138,761 | 2,121,336 | 2,121,336 | 74,711 | 25,480,691 | 24,979,290 | (501,400) |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------|------------|------------|-----------|

#### Monthly Surplus (Deficit)

|  |             |             |           |           |          |           |           |           |           |           |           |           |           |         |         |         |
|--|-------------|-------------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|
|  | (1,808,047) | (1,320,948) | (945,352) | 1,050,843 | (43,678) | (364,016) | 1,349,408 | (702,300) | (295,053) | 1,495,639 | (557,507) | (553,141) | 3,509,694 | 815,543 | 654,521 | 161,021 |
|--|-------------|-------------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|

## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 1738.90

#### Cash Flow Adjustments

|                                      | Jul-25           | Aug-25             | Sep-25           | Oct-25           | Nov-25           | Dec-25           | Jan-26           | Feb-26           | Mar-26           | Apr-26           | May-26           | Jun-26           | Year-End<br>Accruals | Annual<br>Forecast |
|--------------------------------------|------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|
| Monthly Surplus (Deficit)            | (1,808,047)      | (1,320,948)        | (945,352)        | 1,050,843        | (43,678)         | (364,016)        | 1,349,408        | (702,300)        | (295,053)        | 1,495,639        | (557,507)        | (553,141)        | 3,509,694            | 815,543            |
| Cash flows from operating activities |                  |                    |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |
| Depreciation/Amortization            | 5,559            | 5,559              | 5,559            | 5,559            | 5,559            | 5,559            | 5,559            | 5,559            | 5,559            | 5,559            | 5,559            | 5,559            | -                    | 66,708             |
| Public Funding Receivables           | 1,985,870        | -                  | 218,042          | -                | -                | 216,547          | 160,695          | -                | -                | -                | -                | -                | (3,584,405)          | (1,003,251)        |
| Grants and Contributions Rec.        | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Due To/From Related Parties          | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Prepaid Expenses                     | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Other Assets                         | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Accounts Payable                     | (63,214)         | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 74,711               | 11,496             |
| Accrued Expenses                     | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Other Liabilities                    | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Deferred Revenue                     | -                | -                  | -                | (198,089)        | -                | -                | (198,089)        | -                | -                | (198,089)        | -                | -                | (1,386,625)          | (1,980,893)        |
| Cash flows from investing activities |                  |                    |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |
| Purchases of Prop. And Equip.        | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Notes Receivable                     | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Cash flows from financing activities |                  |                    |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |
| Proceeds from Factoring              | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Payments on Factoring                | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Proceeds(Payments) on Debt           | -                | -                  | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| <b>Total Change in Cash</b>          | <b>120,167</b>   | <b>(1,315,389)</b> | <b>(721,751)</b> | <b>858,313</b>   | <b>(38,119)</b>  | <b>(141,910)</b> | <b>1,317,573</b> | <b>(696,741)</b> | <b>(289,494)</b> | <b>1,303,109</b> | <b>(551,948)</b> | <b>(547,582)</b> |                      |                    |
| <b>Cash, Beginning of Month</b>      | <b>7,867,687</b> | <b>7,987,854</b>   | <b>6,672,465</b> | <b>5,950,714</b> | <b>6,809,027</b> | <b>6,770,908</b> | <b>6,628,998</b> | <b>7,946,571</b> | <b>7,249,830</b> | <b>6,960,336</b> | <b>8,263,446</b> | <b>7,711,497</b> |                      |                    |
| <b>Cash, End of Month</b>            | <b>7,987,854</b> | <b>6,672,465</b>   | <b>5,950,714</b> | <b>6,809,027</b> | <b>6,770,908</b> | <b>6,628,998</b> | <b>7,946,571</b> | <b>7,249,830</b> | <b>6,960,336</b> | <b>8,263,446</b> | <b>7,711,497</b> | <b>7,163,915</b> |                      |                    |

## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 1738.90

#### Revenues

##### State Aid - Revenue Limit

|      |                              |   |         |           |           |           |           |           |           |           |           |           |           |            |            |         |
|------|------------------------------|---|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------|
| 8011 | LCFF State Aid               | - | 689,247 | 689,247   | 1,240,645 | 1,240,645 | 1,240,645 | 1,240,645 | 1,240,645 | 1,240,645 | 1,240,645 | 1,240,645 | 1,240,645 | 13,784,944 | 13,285,695 | 499,248 |
| 8012 | Education Protection Account | - | -       | -         | 1,601,709 | -         | 1,601,709 | -         | -         | 1,742,500 | -         | -         | 1,851,749 | 6,797,666  | 6,594,556  | 203,110 |
| 8096 | In Lieu of Property Taxes    | - | 175,226 | 350,453   | 233,635   | 233,635   | 233,635   | 233,635   | 408,861   | 204,431   | 204,431   | 204,431   | 204,431   | 2,920,439  | 2,920,439  | -       |
|      |                              | - | 864,473 | 1,039,700 | 3,075,989 | 1,474,280 | 1,474,280 | 3,075,989 | 1,474,280 | 1,649,506 | 3,187,575 | 1,445,076 | 1,445,076 | 23,503,048 | 22,800,690 | 702,358 |

##### Federal Revenue

|      |                                    |   |        |        |        |        |        |        |        |        |        |        |        |         |         |   |
|------|------------------------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---|
| 8181 | Special Education - Entitlement    | - | 11,303 | 11,303 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 20,345 | 226,058 | 226,058 | - |
| 8290 | Title I, Part A - Basic Low Income | - | -      | 59,229 | -      | -      | 59,229 | -      | -      | 59,229 | -      | -      | 59,229 | 236,916 | 236,916 | - |
| 8291 | Title II, Part A - Teacher Quality | - | -      | 11,322 | -      | -      | 11,322 | -      | -      | 11,322 | -      | -      | 11,322 | 45,289  | 45,289  | - |
| 8294 | Title V, Part B - PCSG             | - | -      | 4,725  | -      | -      | 4,725  | -      | -      | 4,725  | -      | -      | 4,725  | 18,901  | 18,901  | - |
|      |                                    | - | 11,303 | 86,579 | 20,345 | 20,345 | 95,622 | 20,345 | 20,345 | 95,622 | 20,345 | 20,345 | 25,070 | 527,164 | 527,164 | - |

##### Other State Revenue

|      |                         |   |        |        |         |         |         |         |         |         |         |         |         |           |           |           |
|------|-------------------------|---|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|-----------|
| 8311 | State Special Education | - | 77,946 | 77,946 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 140,302 | 1,558,911 | 1,558,911 | -         |
| 8550 | Mandated Cost           | - | -      | -      | -       | -       | 61,761  | -       | -       | -       | -       | -       | 284     | 62,045    | 61,761    | 284       |
| 8560 | State Lottery           | - | -      | -      | -       | -       | -       | -       | -       | 108,247 | -       | -       | 216,494 | 432,987   | 432,987   | -         |
| 8599 | Other State Revenue     | - | -      | -      | -       | 446,514 | -       | -       | -       | 171,736 | -       | -       | 68,695  | 686,945   | 879,302   | (192,357) |
|      |                         | - | 77,946 | 77,946 | 140,302 | 586,816 | 202,063 | 248,549 | 140,302 | 140,302 | 420,285 | 140,302 | 140,302 | 2,740,888 | 2,932,961 | (192,073) |

##### Other Local Revenue

|      |                    |       |       |       |       |       |       |       |       |       |       |       |       |        |        |   |
|------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|---|
| 8660 | Interest Revenue   | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | 2,680 | -     | 32,160 | 32,160 | - |
| 8699 | School Fundraising | -     | 163   | 163   | 424   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | -     | 3,259  | 3,259  | - |
|      |                    | 2,680 | 2,843 | 2,843 | 3,104 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 3,038 | 2,680 | 35,419 | 35,419 | - |

#### Total Revenue

|  |  |       |         |           |           |           |           |           |           |           |           |           |           |           |            |            |         |
|--|--|-------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------|
|  |  | 2,680 | 956,565 | 1,207,068 | 3,239,740 | 2,084,480 | 1,775,003 | 3,347,921 | 1,637,966 | 1,888,468 | 3,631,244 | 1,608,761 | 1,613,128 | 3,813,495 | 26,806,519 | 26,296,233 | 510,285 |
|--|--|-------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------|

#### Expenses

##### Certificated Salaries

|      |                               |         |           |           |           |           |           |           |           |           |           |           |           |   |            |            |           |
|------|-------------------------------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|------------|------------|-----------|
| 1100 | Teachers' Salaries            | 639,750 | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | 639,750   | - | 7,676,999  | 7,526,470  | (150,529) |
| 1175 | Teachers' Extra Duty/Stipends | -       | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | 207,281   | - | 2,280,096  | 2,235,388  | (44,708)  |
| 1200 | Pupil Support Salaries        | 69,099  | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | 69,099    | - | 829,186    | 812,928    | (16,259)  |
| 1300 | Administrators' Salaries      | 88,296  | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | 88,296    | - | 1,059,549  | 1,038,774  | (20,775)  |
|      |                               | 797,145 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | 1,004,426 | - | 11,845,531 | 11,613,559 | (232,271) |

##### Classified Salaries

|      |                                     |        |        |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|------|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2100 | Instructional Salaries              | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 3,939  | 9,453  | 56,717  | 55,605  | (1,112) |
| 2300 | Classified Administrators' Salaries | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 11,347 | 27,234 | 163,404 | 160,200 | (3,204) |
| 2400 | Clerical and Office Staff Salaries  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 3,509  | 8,421  | 50,523  | 49,533  | (991)   |
|      |                                     | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 18,795 | 45,107 | 270,644 | 265,337 | (5,307) |

##### Benefits

|      |                       |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 3101 | STRS                  | 152,255 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | 191,845 | - | 2,262,554 | 2,218,190 | (44,364) |
| 3301 | OASDI                 | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | 1,165   | - | 13,983    | 13,709    | (274)    |
| 3311 | Medicare              | 11,831  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | 14,837  | - | 175,035   | 171,603   | (3,432)  |
| 3401 | Health and Welfare    | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | 112,870 | - | 1,354,445 | 1,327,888 | (26,558) |
| 3501 | State Unemployment    | 11,932  | 11,932  | 11,932  | 11,932  | 11,932  | 11,932  | 59,658  | 47,726  | 23,863  | 11,932  | 11,932  | 11,932  | - | 238,630   | 238,630   | -        |
| 3601 | Workers' Compensation | 11,423  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | 14,325  | - | 168,999   | 165,685   | (3,314)  |
| 3901 | Other Benefits        | 6,524   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | 8,181   | - | 96,515    | 94,623    | (1,892)  |
|      |                       | 308,000 | 355,155 | 355,155 | 355,155 | 355,155 | 355,155 | 402,881 | 390,950 | 367,087 | 355,155 | 355,155 | 355,155 | - | 4,310,162 | 4,230,328 | (79,834) |

##### Books and Supplies

|      |                                  |         |         |         |         |         |         |           |         |         |         |         |         |   |           |           |          |
|------|----------------------------------|---------|---------|---------|---------|---------|---------|-----------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 4100 | Textbooks and Core Curricula Mat | 19,282  | 19,282  | 19,282  | 19,282  | 19,282  | 19,282  | 19,282    | 19,282  | 19,282  | 19,282  | 19,282  | 19,282  | - | 231,385   | 226,848   | (4,537)  |
| 4200 | Books and Other Reference Mater  | 150,841 | 150,841 | 150,841 | 150,841 | 150,841 | 150,841 | 150,841   | 150,841 | 150,841 | 150,841 | 150,841 | 150,841 | - | 1,810,088 | 1,774,596 | (35,492) |
| 4302 | School Supplies                  | -       | 4,905   | 1,523   | 903     | 3,044   | -       | (4,922)   | 4,934   | 1,345   | 1,257   | 1,257   | 1,257   | - | 15,502    | 15,198    | (304)    |
| 4305 | Software                         | 145,855 | 145,855 | 145,855 | 145,855 | 145,855 | 145,855 | 145,855   | 145,855 | 145,855 | 145,855 | 145,855 | 145,855 | - | 1,750,265 | 1,715,946 | (34,319) |
| 4310 | Office Expense                   | 4,725   | 4,725   | 4,725   | 4,725   | 4,725   | 4,725   | 4,725     | 4,725   | 4,725   | 4,725   | 4,725   | 4,725   | - | 56,702    | 55,590    | (1,112)  |
| 4311 | Business Meals                   | 1,274   | 1,274   | 1,274   | 1,274   | 1,274   | 1,274   | 1,274     | 1,274   | 1,274   | 1,274   | 1,274   | 1,274   | - | 15,294    | 14,994    | (300)    |
| 4400 | Noncapitalized Equipment         | -       | 112,116 | 34,817  | 20,634  | 69,574  | -       | (112,512) | 112,779 | 30,736  | 28,739  | 28,739  | 28,739  | - | 354,360   | 347,412   | (6,948)  |
|      |                                  | 321,978 | 438,998 | 358,318 | 343,515 | 394,596 | 321,978 | 204,544   | 439,691 | 354,058 | 351,974 | 351,974 | 351,974 | - | 4,233,596 | 4,150,584 | (83,012) |

## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 1738.90

|   | Jul-26      | Aug-26      | Sep-26    | Oct-26    | Nov-26    | Dec-26    | Jan-27    | Feb-27    | Mar-27    | Apr-27    | May-27    | Jun-27    | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|-------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| 5102 Special Education                      | 150,026     | 150,026     | 150,026   | 150,026   | 150,026   | 150,026   | 150,026   | 150,026   | 150,026   | 150,026   | 150,026   | 150,026   | -                    | 1,800,308          | 1,765,008              | (35,300)                |
| 5103 Substitute Teacher                     | 3,355       | 3,355       | 3,355     | 3,355     | 3,355     | 3,355     | 3,355     | 3,355     | 3,355     | 3,355     | 3,355     | 3,355     | -                    | 40,263             | 39,474                 | (789)                   |
| 5105 Security                               | 9           | 9           | 9         | 9         | 9         | 9         | 9         | 9         | 9         | 9         | 9         | 9         | -                    | 104                | 102                    | (2)                     |
| 5106 Other Educational Consultants          | -           | 70,640      | 21,937    | 13,001    | 43,836    | -         | (70,890)  | 71,058    | 19,365    | 18,107    | 18,107    | 18,107    | -                    | 223,270            | 218,892                | (4,378)                 |
| 5107 Instructional Services                 | 4,560       | 4,560       | 4,560     | 4,560     | 4,560     | 4,560     | 4,560     | 4,560     | 4,560     | 4,560     | 4,560     | 4,560     | -                    | 54,725             | 53,652                 | (1,073)                 |
|   | 157,950     | 228,590     | 179,887   | 170,951   | 201,786   | 157,950   | 87,060    | 229,008   | 177,316   | 176,057   | 176,057   | 176,057   | -                    | 2,118,671          | 2,077,128              | (41,543)                |
| <b>Operations and Housekeeping</b>          |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 6,164       | 6,164       | 6,164     | 6,164     | 6,164     | 6,164     | 6,164     | 6,164     | 6,164     | 6,164     | 6,164     | 6,164     | -                    | 73,972             | 72,522                 | (1,450)                 |
| 5300 Dues & Memberships                     | 3,936       | 3,936       | 3,936     | 3,936     | 3,936     | 3,936     | 3,936     | 3,936     | 3,936     | 3,936     | 3,936     | 3,936     | -                    | 47,234             | 46,308                 | (926)                   |
| 5400 Insurance                              | 3,199       | 3,199       | 3,199     | 3,199     | 3,199     | 3,199     | 3,199     | 3,199     | 3,199     | 3,199     | 3,199     | 3,199     | -                    | 38,391             | 37,638                 | (753)                   |
| 5501 Utilities                              | 225         | 225         | 225       | 225       | 225       | 225       | 225       | 225       | 225       | 225       | 225       | 225       | -                    | 2,705              | 2,652                  | (53)                    |
| 5502 Janitorial Services                    | 1,049       | 1,049       | 1,049     | 1,049     | 1,049     | 1,049     | 1,049     | 1,049     | 1,049     | 1,049     | 1,049     | 1,049     | -                    | 12,589             | 12,342                 | (247)                   |
| 5900 Communications                         | 1,023       | 1,023       | 1,023     | 1,023     | 1,023     | 1,023     | 1,023     | 1,023     | 1,023     | 1,023     | 1,023     | 1,023     | -                    | 12,277             | 12,036                 | (241)                   |
| 5901 Postage and Shipping                   | 4,751       | 4,751       | 4,751     | 4,751     | 4,751     | 4,751     | 4,751     | 4,751     | 4,751     | 4,751     | 4,751     | 4,751     | -                    | 57,014             | 55,896                 | (1,118)                 |
|   | 20,348      | 20,348      | 20,348    | 20,348    | 20,348    | 20,348    | 20,348    | 20,348    | 20,348    | 20,348    | 20,348    | 20,348    | -                    | 244,182            | 239,394                | (4,788)                 |
| <b>Facilities, Repairs and Other Leases</b> |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| 5601 Rent                                   | 2,688       | 2,688       | 2,688     | 2,688     | 2,688     | 2,688     | 2,688     | 2,688     | 2,688     | 2,688     | 2,688     | 2,688     | -                    | 32,252             | 31,620                 | (632)                   |
| 5602 Additional Rent                        | 624         | 624         | 624       | 624       | 624       | 624       | 624       | 624       | 624       | 624       | 624       | 624       | -                    | 7,491              | 7,344                  | (147)                   |
| 5603 Equipment Leases                       | 295         | 295         | 295       | 295       | 295       | 295       | 295       | 295       | 295       | 295       | 295       | 295       | -                    | 3,537              | 3,468                  | (69)                    |
| 5604 Other Leases                           | 6,849       | 6,849       | 6,849     | 6,849     | 6,849     | 6,849     | 6,849     | 6,849     | 6,849     | 6,849     | 6,849     | 6,849     | -                    | 82,192             | 80,580                 | (1,612)                 |
| 5610 Repairs and Maintenance                | 1,014       | 1,014       | 1,014     | 1,014     | 1,014     | 1,014     | 1,014     | 1,014     | 1,014     | 1,014     | 1,014     | 1,014     | -                    | 12,173             | 11,934                 | (239)                   |
|   | 11,470      | 11,470      | 11,470    | 11,470    | 11,470    | 11,470    | 11,470    | 11,470    | 11,470    | 11,470    | 11,470    | 11,470    | -                    | 137,645            | 134,946                | (2,699)                 |
| <b>Professional/Consulting Services</b>     |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| 5801 IT                                     | 65,242      | 65,242      | 65,242    | 65,242    | 65,242    | 65,242    | 65,242    | 65,242    | 65,242    | 65,242    | 65,242    | 65,242    | -                    | 782,901            | 767,550                | (15,351)                |
| 5802 Audit & Taxes                          | -           | -           | -         | 20,010    | 20,010    | 20,010    | -         | -         | -         | -         | -         | -         | -                    | 60,031             | 58,854                 | (1,177)                 |
| 5803 Legal                                  | 4,647       | 4,647       | 4,647     | 4,647     | 4,647     | 4,647     | 4,647     | 4,647     | 4,647     | 4,647     | 4,647     | 4,647     | -                    | 55,765             | 54,672                 | (1,093)                 |
| 5804 Professional Development               | 21,822      | 21,822      | 21,822    | 21,822    | 21,822    | 21,822    | 21,822    | 21,822    | 21,822    | 21,822    | 21,822    | 21,822    | -                    | 261,869            | 256,734                | (5,135)                 |
| 5805 General Consulting                     | 39,050      | 39,050      | 39,050    | 39,050    | 39,050    | 39,050    | 39,050    | 39,050    | 39,050    | 39,050    | 39,050    | 39,050    | -                    | 468,596            | 459,408                | (9,188)                 |
| 5806 Special Activities/Field Trips         | -           | -           | -         | -         | -         | -         | -         | 0         | 0         | 0         | -         | -         | -                    | 0                  | 0                      | (0)                     |
| 5807 Bank Charges                           | 173         | 173         | 173       | 173       | 173       | 173       | 173       | 173       | 173       | 173       | 173       | 173       | -                    | 2,081              | 2,040                  | (41)                    |
| 5808 Printing                               | 52          | 52          | 52        | 52        | 52        | 52        | 52        | 52        | 52        | 52        | 52        | 52        | -                    | 624                | 612                    | (12)                    |
| 5809 Other taxes and fees                   | 6,398       | 6,398       | 6,398     | 6,398     | 6,398     | 6,398     | 6,398     | 6,398     | 6,398     | 6,398     | 6,398     | 6,398     | -                    | 76,782             | 75,276                 | (1,506)                 |
| 5811 Management Fee                         | 44,449      | 44,449      | 44,449    | 44,449    | 44,449    | 44,449    | 44,449    | 44,449    | 44,449    | 44,449    | 44,449    | 44,449    | -                    | 533,388            | 522,930                | (10,459)                |
| 5812 District Oversight Fee                 | -           | 8,645       | 10,397    | 30,760    | 14,743    | 14,743    | 30,760    | 14,743    | 16,495    | 31,876    | 14,451    | 14,451    | 32,968               | 235,030            | 228,007                | (7,024)                 |
| 5815 Public Relations/Recruitment           | 23,513      | 23,513      | 23,513    | 23,513    | 23,513    | 23,513    | 23,513    | 23,513    | 23,513    | 23,513    | 23,513    | 23,513    | -                    | 282,156            | 276,624                | (5,532)                 |
|   | 205,347     | 213,992     | 215,744   | 256,117   | 240,100   | 240,100   | 236,107   | 220,090   | 221,842   | 237,223   | 219,798   | 219,798   | 32,968               | 2,759,224          | 2,702,707              | (56,518)                |
| <b>Depreciation</b>                         |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| 6900 Depreciation Expense                   | 5,670       | 5,670       | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | -                    | 68,042             | 66,708                 | (1,334)                 |
|   | 5,670       | 5,670       | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | -                    | 68,042             | 66,708                 | (1,334)                 |
| <b>Interest</b>                             |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
|   | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | 1,846,703   | 2,297,445   | 2,169,814 | 2,186,448 | 2,252,347 | 2,135,893 | 1,991,302 | 2,340,448 | 2,181,012 | 2,181,119 | 2,163,694 | 2,163,694 | 78,076               | 25,987,995         | 25,480,691             | (507,305)               |
| <b>Monthly Surplus (Deficit)</b>            | (1,844,023) | (1,340,880) | (962,747) | 1,053,292 | (167,867) | (360,890) | 1,356,619 | (702,483) | (292,544) | 1,450,125 | (554,932) | (550,566) | 3,735,420            | 818,523            | 815,543                | 2,981                   |

## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 1738.90

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-26      | Aug-26      | Sep-26    | Oct-26    | Nov-26    | Dec-26    | Jan-27    | Feb-27    | Mar-27    | Apr-27    | May-27    | Jun-27    | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (1,844,023) | (1,340,880) | (962,747) | 1,053,292 | (167,867) | (360,890) | 1,356,619 | (702,483) | (292,544) | 1,450,125 | (554,932) | (550,566) | 3,735,420            | 818,523            |                        |                         |
| Cash flows from operating activities |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| Depreciation/Amortization            | 5,670       | 5,670       | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | 5,670     | -                    | 68,042             |                        |                         |
| Public Funding Receivables           | 3,048,782   | -           | 216,494   | -         | -         | -         | 319,129   | -         | -         | -         | -         | -         | (3,813,495)          | (229,091)          |                        |                         |
| Grants and Contributions Rec.        | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Due To/From Related Parties          | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Prepaid Expenses                     | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Other Assets                         | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Accounts Payable                     | (74,711)    | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 78,076               | 3,365              |                        |                         |
| Accrued Expenses                     | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Other Liabilities                    | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Deferred Revenue                     | -           | -           | -         | (150,000) | -         | -         | (150,000) | -         | -         | (150,000) | -         | -         | (1,050,000)          | (1,500,000)        |                        |                         |
| Cash flows from investing activities |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Notes Receivable                     | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Cash flows from financing activities |             |             |           |           |           |           |           |           |           |           |           |           |                      |                    |                        |                         |
| Proceeds from Factoring              | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Payments on Factoring                | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Proceeds(Payments) on Debt           | -           | -           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Total Change in Cash                 | 1,135,719   | (1,335,210) | (740,583) | 908,962   | (162,197) | (355,220) | 1,531,418 | (696,813) | (286,874) | 1,305,795 | (549,262) | (544,896) |                      |                    |                        |                         |
| Cash, Beginning of Month             | 7,163,915   | 8,299,634   | 6,964,424 | 6,223,842 | 7,132,804 | 6,970,607 | 6,615,386 | 8,146,804 | 7,449,991 | 7,163,118 | 8,468,913 | 7,919,651 |                      |                    |                        |                         |
| Cash, End of Month                   | 8,299,634   | 6,964,424   | 6,223,842 | 7,132,804 | 6,970,607 | 6,615,386 | 8,146,804 | 7,449,991 | 7,163,118 | 8,468,913 | 7,919,651 | 7,374,755 |                      |                    |                        |                         |

**North Bay FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|  | 2024-25             | 2025-26             | 2026-27             |
|--|---------------------|---------------------|---------------------|
|  | Budget              | Forecast            | Forecast            |
| <b>Assumptions</b>                       |                     |                     |                     |
| LCFF COLA                                | 1.07%               | 2.93%               | 3.08%               |
| Non-LCFF Revenue COLA                    | n/a                 | 0.00%               | 0.00%               |
| Expense COLA                             | 2.00%               | 2.00%               | 2.00%               |
| Enrollment                               | 167                 | 167                 | 167                 |
| Average Daily Attendance                 | 163.43              | 163.43              | 163.43              |
| <b>Revenues</b>                          |                     |                     |                     |
| <b>State Aid - Revenue Limit</b>         |                     |                     |                     |
| 8011 LCFF State Aid                      | \$ 1,338,965        | \$ 1,400,727        | \$ 1,467,871        |
| 8012 Education Protection Account        | 32,686              | 32,686              | 32,686              |
| 8019 State Aid - Prior Year              | -                   | -                   | -                   |
| 8096 In Lieu of Property Taxes           | 746,291             | 746,291             | 746,291             |
|  | 2,117,942           | 2,179,704           | 2,246,848           |
| <b>Federal Revenue</b>                   |                     |                     |                     |
| 8181 Special Education - Entitlement     | 20,537              | 21,246              | 21,246              |
| 8290 Title I, Part A - Basic Low Income  | 32,602              | 32,602              | 32,602              |
| 8291 Title II, Part A - Teacher Quality  | 4,749               | 4,749               | 4,749               |
| 8294 Title IV                            | 10,000              | 10,000              | 10,000              |
| 8299 Prior Year Federal Revenue          | -                   | -                   | -                   |
|  | 67,888              | 68,597              | 68,597              |
| <b>Other State Revenue</b>               |                     |                     |                     |
| 8311 State Special Education             | 141,627             | 146,513             | 146,513             |
| 8550 Mandated Cost                       | 5,945               | 5,944               | 6,214               |
| 8560 State Lottery                       | 39,337              | 39,337              | 39,337              |
| 8598 Prior Year Revenue                  | -                   | -                   | -                   |
| 8599 Other State Revenue                 | 125,618             | 112,156             | 89,516              |
|  | 312,527             | 303,951             | 281,580             |
| <b>Other Local Revenue</b>               |                     |                     |                     |
| 8660 Interest Revenue                    | 122                 | 122                 | 122                 |
|  | 122                 | 122                 | 122                 |
| <b>Total Revenue</b>                     | <b>\$ 2,498,479</b> | <b>\$ 2,552,373</b> | <b>\$ 2,597,146</b> |
| <b>Expenses</b>                          |                     |                     |                     |
| <b>Certificated Salaries</b>             |                     |                     |                     |
| 1100 Teachers' Salaries                  | 670,808             | 684,225             | 697,909             |
| 1175 Teachers' Extra Duty/Stipends       | 199,232             | 203,217             | 207,281             |
| 1200 Pupil Support Salaries              | 72,453              | 73,903              | 75,381              |
| 1300 Administrators' Salaries            | 92,582              | 94,434              | 96,323              |
|  | 1,035,077           | 1,055,778           | 1,076,894           |
| <b>Classified Salaries</b>               |                     |                     |                     |
| 2100 Instructional Salaries              | 4,956               | 5,055               | 5,156               |
| 2200 Support Salaries                    | -                   | -                   | -                   |
| 2300 Classified Administrators' Salaries | 14,278              | 14,564              | 14,855              |
| 2400 Clerical and Office Staff Salaries  | 4,415               | 4,503               | 4,593               |
|  | 23,649              | 24,122              | 24,604              |
| <b>Benefits</b>                          |                     |                     |                     |
| 3101 STRS                                | 197,700             | 201,654             | 205,687             |
| 3301 OASDI                               | 1,018               | 1,246               | 1,271               |
| 3311 Medicare                            | 15,237              | 15,600              | 15,912              |
| 3401 Health and Welfare                  | 118,350             | 120,717             | 123,131             |
| 3501 State Unemployment                  | 62,528              | 63,729              | 64,955              |
| 3601 Workers' Compensation               | 14,712              | 15,062              | 15,364              |
| 3901 Other Benefits                      | 8,402               | 8,602               | 8,774               |
|  | 417,947             | 426,611             | 435,094             |
| <b>Books and Supplies</b>                |                     |                     |                     |
| 4100 Textbooks and Core Curricula        | 18,200              | 18,564              | 18,935              |
| 4200 Books and Other Materials           | 248,400             | 253,368             | 258,435             |
| 4302 School Supplies                     | 46,200              | 47,124              | 48,066              |
| 4305 Software                            | 152,800             | 155,856             | 158,973             |
| 4310 Office Expense                      | 3,700               | 3,774               | 3,849               |
| 4311 Business Meals                      | 200                 | 204                 | 208                 |
| 4400 Noncapitalized Equipment            | 29,500              | 30,090              | 30,692              |
|  | 499,000             | 508,980             | 519,160             |

**North Bay FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|   | 2024-25             | 2025-26             | 2026-27             |
|---|---------------------|---------------------|---------------------|
|   | Budget              | Forecast            | Forecast            |
| <b>Subagreement Services</b>                |                     |                     |                     |
| 5102 Special Education                      | 131,600             | 134,232             | 136,917             |
| 5103 Substitute Teacher                     | 3,500               | 3,570               | 3,641               |
| 5106 Other Educational Consultants          | 25,000              | 25,500              | 26,010              |
| 5107 Instructional Services                 | 4,800               | 4,896               | 4,994               |
|   | <u>164,900</u>      | <u>168,198</u>      | <u>171,562</u>      |
| <b>Operations and Housekeeping</b>          |                     |                     |                     |
| 5201 Auto and Travel                        | 100                 | 102                 | 104                 |
| 5300 Dues & Memberships                     | 5,400               | 5,508               | 5,618               |
| 5400 Insurance                              | 3,100               | 3,162               | 3,225               |
| 5501 Utilities                              | -                   | -                   | -                   |
| 5502 Janitorial Services                    | 400                 | 408                 | 416                 |
| 5900 Communications                         | 500                 | 510                 | 520                 |
| 5901 Postage and Shipping                   | 5,100               | 5,202               | 5,306               |
|   | <u>14,600</u>       | <u>14,892</u>       | <u>15,190</u>       |
| <b>Facilities, Repairs and Other Leases</b> |                     |                     |                     |
| 5601 Rent                                   | 5,400               | 5,508               | 5,618               |
| 5602 Additional Rent                        | 800                 | 816                 | 832                 |
| 5603 Equipment Leases                       | 4,900               | 4,998               | 5,098               |
| 5604 Other Leases                           | 100                 | 102                 | 104                 |
| 5610 Repairs and Maintenance                | 200                 | 204                 | 208                 |
|   | <u>11,400</u>       | <u>11,628</u>       | <u>11,861</u>       |
| <b>Professional/Consulting Services</b>     |                     |                     |                     |
| 5801 IT                                     | 75,900              | 77,418              | 78,966              |
| 5802 Audit & Taxes                          | 5,400               | 5,508               | 5,618               |
| 5803 Legal                                  | 3,700               | 3,774               | 3,849               |
| 5804 Professional Development               | 21,600              | 22,032              | 22,473              |
| 5805 General Consulting                     | 67,100              | 68,442              | 69,811              |
| 5806 Special Activities/Field Trips         | 0                   | 0                   | 0                   |
| 5807 Bank Charges                           | 300                 | 306                 | 312                 |
| 5808 Printing                               | 100                 | 102                 | 104                 |
| 5809 Other taxes and fees                   | 7,600               | 7,752               | 7,907               |
| 5810 Payroll Service Fee                    | -                   | -                   | -                   |
| 5811 Management Fee                         | 49,970              | 50,969              | 51,988              |
| 5812 District Oversight Fee                 | 21,179              | 21,797              | 22,468              |
| 5814 SPED Encroachment                      | -                   | -                   | -                   |
| 5815 Public Relations/Recruitment           | 22,600              | 23,052              | 23,513              |
|   | <u>275,449</u>      | <u>281,152</u>      | <u>287,011</u>      |
| <b>Depreciation</b>                         | -                   | -                   | -                   |
| <b>Interest</b>                             | -                   | -                   | -                   |
| <b>Total Expenses</b>                       | <b>\$ 2,442,021</b> | <b>\$ 2,491,361</b> | <b>\$ 2,541,374</b> |
| <b>Surplus (Deficit)</b>                    | <b>\$ 56,457</b>    | <b>\$ 61,012</b>    | <b>\$ 55,772</b>    |
|   | 2%                  | 2%                  | 2%                  |
| Fund Balance, Beginning of Year             | \$ 1,148,985        | \$ 1,205,442        | \$ 1,266,455        |
| <b>Fund Balance, End of Year</b>            | <b>\$ 1,205,442</b> | <b>\$ 1,266,455</b> | <b>\$ 1,322,227</b> |
|   | <b>49.4%</b>        | <b>50.8%</b>        | <b>52.0%</b>        |



**North Bay FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|                                      | 2024-25             | 2025-26             | 2026-27             |
|--------------------------------------|---------------------|---------------------|---------------------|
|                                      | Budget              | Forecast            | Forecast            |
| <b>Cash Flow Adjustments</b>         |                     |                     |                     |
| Surplus (Deficit)                    | (152,186)           | (75,873)            | (83,041)            |
| Cash Flows From Operating Activities | -                   | -                   | -                   |
| Depreciation/Amortization            | -                   | -                   | -                   |
| Public Funding Receivables           | 455,126             | 312,148             | 241,797             |
| Grants and Contributions Rec.        | -                   | -                   | -                   |
| Due To/From Related Parties          | -                   | -                   | -                   |
| Prepaid Expenses                     | -                   | -                   | -                   |
| Other Assets                         | -                   | -                   | -                   |
| Accounts Payable                     | (297,464)           | (103,504)           | (104,912)           |
| Accrued Expenses                     | -                   | -                   | -                   |
| Deferred Revenue                     | -                   | -                   | -                   |
| Other Liabilities                    | (88,085)            | (77,988)            | (61,008)            |
| Cash Flows From Investing Activities | -                   | -                   | -                   |
| Purchases of Prop. And Equip.        | -                   | -                   | -                   |
| Notes Receivable                     | -                   | -                   | -                   |
| Cash Flows From Financing Activities | -                   | -                   | -                   |
| Proceeds from Factoring              | -                   | -                   | -                   |
| Payments on Factoring                | -                   | -                   | -                   |
| Proceeds(Payments) on Debt           | -                   | -                   | -                   |
| Total Change in Cash                 | (82,609)            | 54,782              | (7,164)             |
| Cash, Beginning of Year              | 1,116,506           | 1,033,897           | 1,088,678           |
| <b>Cash, End of Year</b>             | <b>\$ 1,033,897</b> | <b>\$ 1,088,678</b> | <b>\$ 1,081,515</b> |

## North Bay FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 163.43



|  | Jul-24    | Aug-24         | Sep-24         | Oct-24         | Nov-24         | Dec-24         | Jan-25         | Feb-25         | Mar-25         | Apr-25         | May-25         | Jun-25         | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--|-----------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|------------------|--------------------------|-------------------------|
| <b>Revenues</b>                          |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| <b>State Aid - Revenue Limit</b>         |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  | ADA = 157.98             |                         |
| 8011 LCFF State Aid                      | -         | 64,574         | 64,574         | 116,234        | 116,234        | 116,234        | 116,234        | 116,234        | 116,318        | 116,318        | 116,318        | 116,318        | 163,376              | 1,338,965        | 1,338,965                | -                       |
| 8012 Education Protection Account        | -         | -              | 7,899          | -              | -              | 7,899          | -              | -              | 7,899          | -              | -              | -              | 8,989                | 32,686           | 32,686                   | -                       |
| 8096 In Lieu of Property Taxes           | -         | 43,270         | 86,540         | 57,693         | 57,693         | 57,693         | 57,693         | 57,693         | 101,042        | 50,521         | 50,521         | 50,521         | 75,410               | 746,291          | 746,291                  | -                       |
|  | -         | 107,844        | 159,013        | 173,927        | 173,927        | 181,826        | 173,927        | 173,927        | 225,259        | 166,839        | 166,839        | 166,839        | 247,775              | 2,117,942        | 2,117,942                | -                       |
| <b>Federal Revenue</b>                   |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8181 Special Education - Entitlement     | -         | 1,027          | 1,027          | 1,848          | 1,848          | 1,848          | 1,848          | 1,848          | 1,849          | 1,849          | 1,849          | 1,849          | 1,849                | 20,537           | 20,537                   | -                       |
| 8290 Title I, Part A - Basic Low Income  | -         | -              | 8,151          | -              | -              | 24,452         | -              | -              | -              | -              | -              | -              | -                    | 32,602           | 32,602                   | -                       |
| 8291 Title II, Part A - Teacher Quality  | -         | -              | 1,187          | -              | -              | 3,562          | -              | -              | -              | -              | -              | -              | -                    | 4,749            | 4,749                    | -                       |
| 8294 Title IV                            | -         | -              | -              | -              | 10,000         | -              | -              | -              | -              | -              | -              | -              | -                    | 10,000           | 10,000                   | -                       |
|  | -         | 1,027          | 10,364         | 1,848          | 11,848         | 29,861         | 1,848          | 1,848          | 1,849          | 1,849          | 1,849          | 1,849          | 1,849                | 67,888           | 67,888                   | -                       |
| <b>Other State Revenue</b>               |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8311 State Special Education             | -         | 7,079          | 7,079          | 12,742         | 12,742         | 12,742         | 12,742         | 12,742         | 12,752         | 12,752         | 12,752         | 12,752         | 12,752               | 141,627          | 141,627                  | -                       |
| 8550 Mandated Cost                       | -         | -              | -              | -              | -              | 5,945          | -              | -              | -              | -              | -              | -              | -                    | 5,945            | 5,945                    | -                       |
| 8560 State Lottery                       | -         | -              | -              | -              | -              | -              | 9,831          | -              | -              | 9,831          | -              | -              | -                    | 39,337           | 39,337                   | -                       |
| 8599 Other State Revenue                 | -         | 409            | 409            | 30,097         | 735            | 735            | 30,097         | 735            | 735            | 30,097         | 735            | 735            | 30,097               | 125,618          | 125,618                  | -                       |
|  | -         | 7,488          | 7,488          | 42,839         | 13,478         | 19,422         | 52,670         | 13,478         | 13,487         | 52,680         | 13,487         | 13,487         | 62,523               | 312,527          | 312,527                  | -                       |
| <b>Other Local Revenue</b>               |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8660 Interest Revenue                    | 10        | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | -                    | 122              | 122                      | -                       |
|  | 10        | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | 10             | -                    | 122              | 122                      | -                       |
| <b>Total Revenue</b>                     | <b>10</b> | <b>116,369</b> | <b>176,875</b> | <b>218,624</b> | <b>199,263</b> | <b>231,119</b> | <b>228,455</b> | <b>189,263</b> | <b>240,605</b> | <b>221,378</b> | <b>182,185</b> | <b>182,185</b> | <b>312,148</b>       | <b>2,498,479</b> | <b>2,498,479</b>         | <b>-</b>                |
| <b>Expenses</b>                          |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| <b>Certificated Salaries</b>             |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 1100 Teachers' Salaries                  | 55,901    | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | 55,901         | -                    | 670,808          | 670,808                  | -                       |
| 1175 Teachers' Extra Duty/Stipends       | -         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | 18,112         | -                    | 199,232          | 199,232                  | -                       |
| 1200 Pupil Support Salaries              | 6,038     | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | 6,038          | -                    | 72,453           | 72,453                   | -                       |
| 1300 Administrators' Salaries            | 7,715     | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | 7,715          | -                    | 92,582           | 92,582                   | -                       |
|  | 69,654    | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | 87,766         | -                    | 1,035,077        | 1,035,077                | -                       |
| <b>Classified Salaries</b>               |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 2100 Instructional Salaries              | 344       | 344            | 344            | 344            | 344            | 344            | 344            | 344            | 344            | 344            | 344            | 344            | 826                  | 4,956            | 4,956                    | -                       |
| 2300 Classified Administrators' Salaries | 992       | 992            | 992            | 992            | 992            | 992            | 992            | 992            | 992            | 992            | 992            | 992            | 2,380                | 14,278           | 14,278                   | -                       |
| 2400 Clerical and Office Staff Salaries  | 307       | 307            | 307            | 307            | 307            | 307            | 307            | 307            | 307            | 307            | 307            | 307            | 736                  | 4,415            | 4,415                    | -                       |
|  | 1,642     | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 1,642          | 3,941                | 23,649           | 23,649                   | -                       |
| <b>Benefits</b>                          |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 3101 STRS                                | 13,304    | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | 16,763         | -                    | 197,700          | 197,700                  | -                       |
| 3301 OASDI                               | 85        | 85             | 85             | 85             | 85             | 85             | 85             | 85             | 85             | 85             | 85             | 85             | -                    | 1,018            | 1,018                    | -                       |
| 3311 Medicare                            | 1,030     | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | -                    | 15,237           | 15,237                   | -                       |
| 3401 Health and Welfare                  | 9,863     | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | 9,863          | -                    | 118,350          | 118,350                  | -                       |
| 3501 State Unemployment                  | 3,126     | 3,126          | 3,126          | 3,126          | 3,126          | 3,126          | 15,632         | 12,506         | 6,253          | 3,126          | 3,126          | 3,126          | -                    | 62,528           | 62,528                   | -                       |
| 3601 Workers' Compensation               | 994       | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | 1,247          | -                    | 14,712           | 14,712                   | -                       |
| 3901 Other Benefits                      | 568       | 712            | 712            | 712            | 712            | 712            | 712            | 712            | 712            | 712            | 712            | 712            | -                    | 8,402            | 8,402                    | -                       |
|  | 28,970    | 33,088         | 33,088         | 33,088         | 33,088         | 33,088         | 45,593         | 42,467         | 36,214         | 33,088         | 33,088         | 33,088         | -                    | 417,947          | 417,947                  | -                       |
| <b>Books and Supplies</b>                |           |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 4100 Textbooks and Core Materials        | 1,517     | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | 1,517          | -                    | 18,200           | 18,200                   | -                       |
| 4200 Books and Reference Materials       | 20,700    | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | 20,700         | -                    | 248,400          | 248,400                  | -                       |
| 4302 School Supplies                     | -         | 299            | 476            | 57             | 189            | -              | -              | 95             | 93             | 150            | 150            | 150            | 44,541               | 46,200           | 46,200                   | -                       |
| 4305 Software                            | 12,733    | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | 12,733         | -                    | 152,800          | 152,800                  | -                       |
| 4310 Office Expense                      | 308       | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | -                    | 3,700            | 3,700                    | -                       |
| 4311 Business Meals                      | 17        | 17             | 17             | 17             | 17             | 17             | 17             | 17             | 17             | 17             | 17             | 17             | -                    | 200              | 200                      | -                       |
| 4400 Noncapitalized Equipment            | -         | 191            | 304            | 36             | 120            | -              | -              | 61             | 59             | 96             | 96             | 96             | 28,441               | 29,500           | 29,500                   | -                       |
|  | 35,275    | 35,765         | 36,054         | 35,368         | 35,584         | 35,275         | 35,275         | 35,431         | 35,427         | 35,521         | 35,521         | 35,521         | 72,982               | 499,000          | 499,000                  | -                       |

## North Bay FY24-25 Budget

### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 163.43

|   | Jul-24    | Aug-24   | Sep-24   | Oct-24  | Nov-24  | Dec-24  | Jan-25  | Feb-25   | Mar-25  | Apr-25  | May-25   | Jun-25   | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|-----------|----------|----------|---------|---------|---------|---------|----------|---------|---------|----------|----------|----------------------|------------------|--------------------------|-------------------------|
| <b>Subagreement Services</b>                |           |          |          |         |         |         |         |          |         |         |          |          |                      |                  |                          |                         |
| 5102 Special Education                      | 10,967    | 10,967   | 10,967   | 10,967  | 10,967  | 10,967  | 10,967  | 10,967   | 10,967  | 10,967  | 10,967   | 10,967   | -                    | 131,600          | 131,600                  | -                       |
| 5103 Substitute Teacher                     | 292       | 292      | 292      | 292     | 292     | 292     | 292     | 292      | 292     | 292     | 292      | 292      | -                    | 3,500            | 3,500                    | -                       |
| 5106 Other Educational Consultants          | -         | 162      | 257      | 31      | 102     | -       | -       | 52       | 50      | 81      | 81       | 81       | 24,103               | 25,000           | 25,000                   | -                       |
| 5107 Instructional Services                 | 400       | 400      | 400      | 400     | 400     | 400     | 400     | 400      | 400     | 400     | 400      | 400      | -                    | 4,800            | 4,800                    | -                       |
|   | 11,658    | 11,820   | 11,916   | 11,689  | 11,760  | 11,658  | 11,658  | 11,710   | 11,709  | 11,740  | 11,740   | 11,740   | 24,103               | 164,900          | 164,900                  | -                       |
| <b>Operations and Housekeeping</b>          |           |          |          |         |         |         |         |          |         |         |          |          |                      |                  |                          |                         |
| 5201 Auto and Travel                        | 8         | 8        | 8        | 8       | 8       | 8       | 8       | 8        | 8       | 8       | 8        | 8        | -                    | 100              | 100                      | -                       |
| 5300 Dues & Memberships                     | 450       | 450      | 450      | 450     | 450     | 450     | 450     | 450      | 450     | 450     | 450      | 450      | -                    | 5,400            | 5,400                    | -                       |
| 5400 Insurance                              | 258       | 258      | 258      | 258     | 258     | 258     | 258     | 258      | 258     | 258     | 258      | 258      | -                    | 3,100            | 3,100                    | -                       |
| 5502 Janitorial Services                    | 33        | 33       | 33       | 33      | 33      | 33      | 33      | 33       | 33      | 33      | 33       | 33       | -                    | 400              | 400                      | -                       |
| 5900 Communications                         | 42        | 42       | 42       | 42      | 42      | 42      | 42      | 42       | 42      | 42      | 42       | 42       | -                    | 500              | 500                      | -                       |
| 5901 Postage and Shipping                   | 425       | 425      | 425      | 425     | 425     | 425     | 425     | 425      | 425     | 425     | 425      | 425      | -                    | 5,100            | 5,100                    | -                       |
|   | 1,217     | 1,217    | 1,217    | 1,217   | 1,217   | 1,217   | 1,217   | 1,217    | 1,217   | 1,217   | 1,217    | 1,217    | -                    | 14,600           | 14,600                   | -                       |
| <b>Facilities, Repairs and Other Leases</b> |           |          |          |         |         |         |         |          |         |         |          |          |                      |                  |                          |                         |
| 5601 Rent                                   | 450       | 450      | 450      | 450     | 450     | 450     | 450     | 450      | 450     | 450     | 450      | 450      | -                    | 5,400            | 5,400                    | -                       |
| 5602 Additional Rent                        | 67        | 67       | 67       | 67      | 67      | 67      | 67      | 67       | 67      | 67      | 67       | 67       | -                    | 800              | 800                      | -                       |
| 5603 Equipment Leases                       | 408       | 408      | 408      | 408     | 408     | 408     | 408     | 408      | 408     | 408     | 408      | 408      | -                    | 4,900            | 4,900                    | -                       |
| 5604 Other Leases                           | 8         | 8        | 8        | 8       | 8       | 8       | 8       | 8        | 8       | 8       | 8        | 8        | -                    | 100              | 100                      | -                       |
| 5610 Repairs and Maintenance                | 17        | 17       | 17       | 17      | 17      | 17      | 17      | 17       | 17      | 17      | 17       | 17       | -                    | 200              | 200                      | -                       |
|   | 950       | 950      | 950      | 950     | 950     | 950     | 950     | 950      | 950     | 950     | 950      | 950      | -                    | 11,400           | 11,400                   | -                       |
| <b>Professional/Consulting Services</b>     |           |          |          |         |         |         |         |          |         |         |          |          |                      |                  |                          |                         |
| 5801 IT                                     | 6,325     | 6,325    | 6,325    | 6,325   | 6,325   | 6,325   | 6,325   | 6,325    | 6,325   | 6,325   | 6,325    | 6,325    | -                    | 75,900           | 75,900                   | -                       |
| 5802 Audit & Taxes                          | -         | -        | -        | 1,800   | 1,800   | 1,800   | -       | -        | -       | -       | -        | -        | -                    | 5,400            | 5,400                    | -                       |
| 5803 Legal                                  | 308       | 308      | 308      | 308     | 308     | 308     | 308     | 308      | 308     | 308     | 308      | 308      | -                    | 3,700            | 3,700                    | -                       |
| 5804 Professional Development               | 1,800     | 1,800    | 1,800    | 1,800   | 1,800   | 1,800   | 1,800   | 1,800    | 1,800   | 1,800   | 1,800    | 1,800    | -                    | 21,600           | 21,600                   | -                       |
| 5805 General Consulting                     | 5,592     | 5,592    | 5,592    | 5,592   | 5,592   | 5,592   | 5,592   | 5,592    | 5,592   | 5,592   | 5,592    | 5,592    | -                    | 67,100           | 67,100                   | -                       |
| 5806 Special Activities/Field Trips         | -         | -        | -        | -       | -       | -       | -       | -        | -       | -       | -        | -        | -                    | 0                | 0                        | -                       |
| 5807 Bank Charges                           | 25        | 25       | 25       | 25      | 25      | 25      | 25      | 25       | 25      | 25      | 25       | 25       | -                    | 300              | 300                      | -                       |
| 5808 Printing                               | 8         | 8        | 8        | 8       | 8       | 8       | 8       | 8        | 8       | 8       | 8        | 8        | -                    | 100              | 100                      | -                       |
| 5809 Other taxes and fees                   | 633       | 633      | 633      | 633     | 633     | 633     | 633     | 633      | 633     | 633     | 633      | 633      | -                    | 7,600            | 7,600                    | -                       |
| 5811 Management Fee                         | 4,164     | 4,164    | 4,164    | 4,164   | 4,164   | 4,164   | 4,164   | 4,164    | 4,164   | 4,164   | 4,164    | 4,164    | -                    | 49,970           | 49,970                   | -                       |
| 5812 District Oversight Fee                 | -         | 1,078    | 1,590    | 1,739   | 1,739   | 1,818   | 1,739   | 1,739    | 2,253   | 1,668   | 1,668    | 1,668    | 2,478                | 21,179           | 21,179                   | -                       |
| 5815 Public Relations/Recruitment           | 1,883     | 1,883    | 1,883    | 1,883   | 1,883   | 1,883   | 1,883   | 1,883    | 1,883   | 1,883   | 1,883    | 1,883    | -                    | 22,600           | 22,600                   | -                       |
|   | 20,739    | 21,818   | 22,329   | 24,278  | 24,278  | 24,357  | 22,478  | 22,478   | 22,992  | 22,408  | 22,408   | 22,408   | 2,478                | 275,449          | 275,449                  | -                       |
| <b>Depreciation</b>                         | -         | -        | -        | -       | -       | -       | -       | -        | -       | -       | -        | -        | -                    | -                | -                        | -                       |
| <b>Interest</b>                             | -         | -        | -        | -       | -       | -       | -       | -        | -       | -       | -        | -        | -                    | -                | -                        | -                       |
| <b>Total Expenses</b>                       | 170,105   | 194,065  | 194,962  | 195,998 | 196,285 | 195,953 | 206,580 | 203,661  | 197,916 | 194,331 | 194,331  | 194,331  | 103,504              | 2,442,021        | 2,442,021                | -                       |
| <b>Monthly Surplus (Deficit)</b>            | (170,095) | (77,696) | (18,086) | 22,627  | 2,977   | 35,166  | 21,876  | (14,399) | 42,689  | 27,047  | (12,146) | (12,146) | 208,643              | 56,457           | 56,457                   | -                       |
|   |           |          |          |         |         |         |         |          |         |         |          |          |                      | 2.3%             |                          |                         |

**ADA = 163.43**

735 of 1603

## Revised 5/29/24

ADA = 163.43

## Revenues

## State Aid - Revenue Limit

|      |                              |   |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|------|------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
| 8011 | LCFF State Aid               | - | 70,036  | 70,036  | 126,065 | 126,065 | 126,065 | 126,065 | 126,065 | 126,065 | 126,065 | 126,065 | 126,065 | 1,400,727 | 1,338,965 | 61,761 |
| 8012 | Education Protection Account | - | -       | -       | 8,172   | -       | -       | 8,172   | -       | -       | 8,172   | -       | -       | 32,686    | 32,686    | -      |
| 8096 | In Lieu of Property Taxes    | - | 44,777  | 89,555  | 59,703  | 59,703  | 59,703  | 59,703  | 104,481 | 52,240  | 52,240  | 52,240  | 52,240  | 746,291   | 746,291   | -      |
|      |                              | - | 114,814 | 159,591 | 193,940 | 185,769 | 185,769 | 193,940 | 185,769 | 230,546 | 186,477 | 178,306 | 178,306 | 2,179,704 | 2,117,942 | 61,761 |

## Federal Revenue

|      |                                    |   |       |        |       |       |        |       |       |        |       |       |       |        |        |        |     |
|------|------------------------------------|---|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|-------|--------|--------|--------|-----|
| 8181 | Special Education - Entitlement    | - | 1,062 | 1,062  | 1,912 | 1,912 | 1,912  | 1,912 | 1,912 | 1,912  | 1,912 | 1,912 | 1,912 |        | 21,246 | 20,537 | 709 |
| 8290 | Title I, Part A - Basic Low Income | - | -     | 8,151  | -     | -     | 8,151  | -     | -     | 8,151  | -     | -     | -     | 8,151  | 32,602 | 32,602 | -   |
| 8291 | Title II, Part A - Teacher Quality | - | -     | 1,187  | -     | -     | 1,187  | -     | -     | 1,187  | -     | -     | -     | 1,187  | 4,749  | 4,749  | -   |
| 8294 | Title V, Part B - PCSG             | - | -     | 2,500  | -     | -     | 2,500  | -     | -     | 2,500  | -     | -     | 2,500 | -      | 10,000 | 10,000 | -   |
|      |                                    | - | 1,062 | 12,900 | 1,912 | 1,912 | 13,750 | 1,912 | 1,912 | 13,750 | 1,912 | 1,912 | 4,412 | 11,250 | 68,597 | 67,888 | 709 |

### Other State Revenue

|      |                         |   |       |       |        |        |        |        |        |        |        |        |        |         |         |          |         |
|------|-------------------------|---|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|----------|---------|
| 8311 | State Special Education | - | 7,326 | 7,326 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 146,513 | 141,627 | 4,886    |         |
| 8550 | Mandated Cost           | - | -     | -     | -      | -      | 5,944  | -      | -      | -      | -      | -      | -      | 5,944   | 5,945   | (0)      |         |
| 8560 | State Lottery           | - | -     | -     | -      | -      | -      | 9,834  | -      | -      | 9,834  | -      | -      | 19,668  | 39,337  | -        |         |
| 8599 | Other State Revenue     | - | -     | -     | -      | 72,901 | -      | -      | -      | -      | 28,039 | -      | -      | 112,116 | 125,618 | (13,462) |         |
|      |                         | - | 7,326 | 7,326 | 13,186 | 86,088 | 19,131 | 23,020 | 13,186 | 13,186 | 51,059 | 13,186 | 13,186 | 44,070  | 303,951 | 312,527  | (8,576) |

### Other Local Revenue

|                       |    |    |    |    |    |    |    |    |    |    |    |   |     |     |   |
|-----------------------|----|----|----|----|----|----|----|----|----|----|----|---|-----|-----|---|
| 8660 Interest Revenue | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | - | 122 | 122 | - |
|                       | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | - | 122 | 122 | - |

## Total Revenue

expenses

### Certificated Salaries

|      |                               |        |        |        |        |        |        |        |        |        |        |        |        |   |           |           |          |
|------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|-----------|-----------|----------|
| 1100 | Teachers' Salaries            | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | 57,019 | - | 684,225   | 670,808   | (13,416) |
| 1175 | Teachers' Extra Duty/Stipends | -      | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | 18,474 | - | 203,217   | 199,232   | (3,985)  |
| 1200 | Pupil Support Salaries        | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | 6,159  | - | 73,903    | 72,453    | (1,449)  |
| 1300 | Administrators' Salaries      | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | 7,869  | - | 94,434    | 92,582    | (1,852)  |
|      |                               | 71,047 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | 89,521 | - | 1,055,778 | 1,035,077 | (20,702) |

### Classified Salaries

|      |                                     |       |       |       |       |       |       |       |       |       |       |       |       |        |        |       |
|------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| 2100 | Instructional Salaries              | 351   | 351   | 351   | 351   | 351   | 351   | 351   | 351   | 351   | 351   | 351   | 842   | 5,055  | 4,956  | (99)  |
| 2300 | Classified Administrators' Salaries | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 1,011 | 2,427 | 14,564 | 14,278 | (286) |
| 2400 | Clerical and Office Staff Salaries  | 313   | 313   | 313   | 313   | 313   | 313   | 313   | 313   | 313   | 313   | 313   | 750   | 4,503  | 4,415  | (88)  |
|      |                                     | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 1,675 | 4,020 | 24,122 | 23,649 | (473) |

## Benefits

|      |                       |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |         |
|------|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|---------|
| 3101 | STRS                  | 13,570 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | 17,099 | - | 201,654 | 197,700 | (3,954) |
| 3301 | OASDI                 | 104    | 104    | 104    | 104    | 104    | 104    | 104    | 104    | 104    | 104    | 104    | 104    | - | 1,246   | 1,018   | (228)   |
| 3311 | Medicare              | 1,054  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | 1,322  | - | 15,600  | 15,237  | (363)   |
| 3401 | Health and Welfare    | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | 10,060 | - | 120,717 | 118,350 | (2,367) |
| 3501 | State Unemployment    | 3,186  | 3,186  | 3,186  | 3,186  | 3,186  | 3,186  | 15,932 | 12,746 | 6,373  | 3,186  | 3,186  | 3,186  | - | 63,729  | 62,528  | (1,202) |
| 3601 | Workers' Compensation | 1,018  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | 1,277  | - | 15,062  | 14,712  | (350)   |
| 3901 | Other Benefits        | 581    | 729    | 729    | 729    | 729    | 729    | 729    | 729    | 729    | 729    | 729    | 729    | - | 8,602   | 8,402   | (200)   |
|      |                       | 29,574 | 33,777 | 33,777 | 33,777 | 33,777 | 33,777 | 46,523 | 43,336 | 36,963 | 33,777 | 33,777 | 33,777 | - | 426,611 | 417,947 | (8,664) |

## Books and Supplies

|      |                                  |        |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|------|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 4100 | Textbooks and Core Curricula Mat | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | 1,547  | -      | 18,564  | 18,200  | (364)   |
| 4200 | Books and Other Reference Mater  | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | 21,114 | -      | 253,368 | 248,400 | (4,968) |
| 4302 | School Supplies                  | -      | 305    | 485    | 58     | 192    | -      | 97     | 95     | 153    | 153    | 153    | 45,432 | 47,124  | 46,200  | (924)   |
| 4305 | Software                         | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | 12,988 | -      | 155,856 | 152,800 | (3,056) |
| 4310 | Office Expense                   | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | -      | 3,774   | 3,700   | (74)    |
| 4311 | Business Meals                   | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | -      | 204     | 200     | (4)     |
| 4400 | Noncapitalized Equipment         | -      | 195    | 310    | 37     | 123    | -      | 62     | 60     | 98     | 98     | 98     | 29,010 | 30,090  | 29,500  | (590)   |
|      |                                  | 35,981 | 36,480 | 36,775 | 36,075 | 36,296 | 35,981 | 35,981 | 36,140 | 36,136 | 36,232 | 36,232 | 74,442 | 508,980 | 499,000 | (9,980) |

## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 163.43

#### Subagreement Services

|      |                               |        |        |        |        |        |        |        |        |        |        |        |        |
|------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 5102 | Special Education             | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | 11,186 | -      |
| 5103 | Substitute Teacher            | 298    | 298    | 298    | 298    | 298    | 298    | 298    | 298    | 298    | 298    | 298    | -      |
| 5106 | Other Educational Consultants | -      | 165    | 263    | 31     | 104    | -      | 53     | 51     | 83     | 83     | 83     | 24,585 |
| 5107 | Instructional Services        | 408    | 408    | 408    | 408    | 408    | 408    | 408    | 408    | 408    | 408    | 408    | -      |

| Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|
| 11,892 | 12,056 | 12,154 | 11,923 | 11,996 | 11,892 | 11,892 | 11,944 | 11,943 | 11,974 | 11,974 | 11,974 | 24,585            |

| Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|-----------------|---------------------|----------------------|
| 134,232         | 131,600             | (2,632)              |
| 3,570           | 3,500               | (70)                 |
| 25,500          | 25,000              | (500)                |
| 4,896           | 4,800               | (96)                 |
| 168,198         | 164,900             | (3,298)              |

#### Operations and Housekeeping

|      |                      |     |     |     |     |     |     |     |     |     |     |     |   |
|------|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| 5201 | Auto and Travel      | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | - |
| 5300 | Dues & Memberships   | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | - |
| 5400 | Insurance            | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | - |
| 5502 | Janitorial Services  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | - |
| 5900 | Communications       | 43  | 43  | 43  | 43  | 43  | 43  | 43  | 43  | 43  | 43  | 43  | - |
| 5901 | Postage and Shipping | 434 | 434 | 434 | 434 | 434 | 434 | 434 | 434 | 434 | 434 | 434 | - |

|       |       |       |       |       |       |       |       |       |       |       |       |       |   |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|
| 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | - |
| 459   | 459   | 459   | 459   | 459   | 459   | 459   | 459   | 459   | 459   | 459   | 459   | 459   | - |
| 264   | 264   | 264   | 264   | 264   | 264   | 264   | 264   | 264   | 264   | 264   | 264   | 264   | - |
| 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | - |
| 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | - |
| 434   | 434   | 434   | 434   | 434   | 434   | 434   | 434   | 434   | 434   | 434   | 434   | 434   | - |
| 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | 1,241 | - |

|        |        |       |
|--------|--------|-------|
| 102    | 100    | (2)   |
| 5,508  | 5,400  | (108) |
| 3,162  | 3,100  | (62)  |
| 408    | 400    | (8)   |
| 510    | 500    | (10)  |
| 5,202  | 5,100  | (102) |
| 14,892 | 14,600 | (292) |

#### Facilities, Repairs and Other Leases

|      |                         |     |     |     |     |     |     |     |     |     |     |     |   |
|------|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| 5601 | Rent                    | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | - |
| 5602 | Additional Rent         | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | - |
| 5603 | Equipment Leases        | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | - |
| 5604 | Other Leases            | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | - |
| 5610 | Repairs and Maintenance | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | - |

|     |     |     |     |     |     |     |     |     |     |     |     |     |   |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | - |
| 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | 68  | - |
| 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | - |
| 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | - |
| 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | 17  | - |
| 969 | 969 | 969 | 969 | 969 | 969 | 969 | 969 | 969 | 969 | 969 | 969 | 969 | - |

|        |        |       |
|--------|--------|-------|
| 5,508  | 5,400  | (108) |
| 816    | 800    | (16)  |
| 4,998  | 4,900  | (98)  |
| 102    | 100    | (2)   |
| 204    | 200    | (4)   |
| 11,628 | 11,400 | (228) |

#### Professional/Consulting Services

|      |                                |       |       |       |       |       |       |       |       |       |       |       |       |
|------|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 5801 | IT                             | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | 6,452 | -     |
| 5802 | Audit & Taxes                  | -     | -     | -     | 1,836 | 1,836 | 1,836 | -     | -     | -     | -     | -     | -     |
| 5803 | Legal                          | 315   | 315   | 315   | 315   | 315   | 315   | 315   | 315   | 315   | 315   | 315   | -     |
| 5804 | Professional Development       | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | 1,836 | -     |
| 5805 | General Consulting             | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | 5,704 | -     |
| 5806 | Special Activities/Field Trips | -     | -     | -     | -     | -     | -     | 0     | 0     | 0     | -     | -     | -     |
| 5807 | Bank Charges                   | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | -     |
| 5808 | Printing                       | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | 9     | -     |
| 5809 | Other taxes and fees           | 646   | 646   | 646   | 646   | 646   | 646   | 646   | 646   | 646   | 646   | 646   | -     |
| 5811 | Management Fee                 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | 4,247 | -     |
| 5812 | District Oversight Fee         | -     | 1,148 | 1,596 | 1,939 | 1,858 | 1,939 | 1,858 | 2,305 | 1,865 | 1,783 | 1,783 | 1,865 |
| 5815 | Public Relations/Recruitment   | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | 1,921 | -     |

|        |        |        |        |        |        |        |        |        |        |        |        |       |       |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|-------|
| 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452  | 6,452 | -     |
| -      | -      | -      | 1,836  | 1,836  | 1,836  | -      | -      | -      | -      | -      | -      | -     | -     |
| 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315    | 315   | -     |
| 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836  | 1,836 | -     |
| 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704  | 5,704 | -     |
| -      | -      | -      | -      | -      | -      | -      | -      | 0      | 0      | 0      | -      | -     | -     |
| 26     | 26     | 26     | 26     | 26     | 26     | 26     | 26     | 26     | 26     | 26     | 26     | 26    | -     |
| 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9     | -     |
| 646    | 646    | 646    | 646    | 646    | 646    | 646    | 646    | 646    | 646    | 646    | 646    | 646   | -     |
| 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247  | 4,247 | -     |
| -      | 1,148  | 1,596  | 1,939  | 1,858  | 1,939  | 1,858  | 1,939  | 1,858  | 2,305  | 1,865  | 1,783  | 1,783 | 1,865 |
| 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921  | 1,921 | -     |
| 21,154 | 22,302 | 22,750 | 24,929 | 24,848 | 24,848 | 23,093 | 23,012 | 23,459 | 23,019 | 22,937 | 22,937 | 1,865 | -     |

|         |         |         |
|---------|---------|---------|
| 77,418  | 75,900  | (1,518) |
| 5,508   | 5,400   | (108)   |
| 3,774   | 3,700   | (74)    |
| 22,032  | 21,600  | (432)   |
| 68,442  | 67,100  | (1,342) |
| 0       | 0       | (0)     |
| 306     | 300     | (6)     |
| 102     | 100     | (2)     |
| 7,752   | 7,600   | (152)   |
| 50,969  | 49,970  | (999)   |
| 21,797  | 21,179  | (618)   |
| 23,052  | 22,600  | (452)   |
| 281,152 | 275,449 | (5,703) |

#### Depreciation

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

#### Interest

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

#### Total Expenses

|         |         |         |         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 173,532 | 198,021 | 198,862 | 200,110 | 200,322 | 199,903 | 210,894 | 207,838 | 201,907 | 198,408 | 198,326 | 198,326 | 104,912 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

|           |           |          |
|-----------|-----------|----------|
| 2,491,361 | 2,442,021 | (49,339) |
|-----------|-----------|----------|

#### Monthly Surplus (Deficit)

|           |          |          |       |        |        |       |         |        |        |         |         |         |
|-----------|----------|----------|-------|--------|--------|-------|---------|--------|--------|---------|---------|---------|
| (173,522) | (74,809) | (19,035) | 8,939 | 73,457 | 18,757 | 7,989 | (6,961) | 55,585 | 41,051 | (4,912) | (2,412) | 136,886 |
|-----------|----------|----------|-------|--------|--------|-------|---------|--------|--------|---------|---------|---------|

|        |        |       |
|--------|--------|-------|
| 61,012 | 56,457 | 4,555 |
|--------|--------|-------|

## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 163.43

#### Cash Flow Adjustments

|                                      | Jul-25    | Aug-25    | Sep-25   | Oct-25   | Nov-25  | Dec-25    | Jan-26    | Feb-26    | Mar-26    | Apr-26    | May-26    | Jun-26    | Year-End<br>Accruals | Annual<br>Forecast |
|--------------------------------------|-----------|-----------|----------|----------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|
| Monthly Surplus (Deficit)            | (173,522) | (74,809)  | (19,035) | 8,939    | 73,457  | 18,757    | 7,989     | (6,961)   | 55,585    | 41,051    | (4,912)   | (2,412)   | 136,886              | 61,012             |
| Cash flows from operating activities |           |           |          |          |         |           |           |           |           |           |           |           |                      |                    |
| Depreciation/Amortization            | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Public Funding Receivables           | 247,775   | -         | 30,097   | -        | -       | 19,675    | 14,601    | -         | -         | -         | -         | -         | (241,797)            | 70,350             |
| Grants and Contributions Rec.        | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Due To/From Related Parties          | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Prepaid Expenses                     | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Other Assets                         | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Accounts Payable                     | (103,504) | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | 104,912              | 1,408              |
| Accrued Expenses                     | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Other Liabilities                    | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Deferred Revenue                     | -         | -         | -        | (25,996) | -       | -         | (25,996)  | -         | -         | (25,996)  | -         | -         | (181,973)            | (259,961)          |
| Cash flows from investing activities |           |           |          |          |         |           |           |           |           |           |           |           |                      |                    |
| Purchases of Prop. And Equip.        | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Notes Receivable                     | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Cash flows from financing activities |           |           |          |          |         |           |           |           |           |           |           |           |                      |                    |
| Proceeds from Factoring              | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Payments on Factoring                | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Proceeds(Payments) on Debt           | -         | -         | -        | -        | -       | -         | -         | -         | -         | -         | -         | -         | -                    | -                  |
| Total Change in Cash                 | (29,251)  | (74,809)  | 11,062   | (17,058) | 73,457  | 38,432    | (3,407)   | (6,961)   | 55,585    | 15,055    | (4,912)   | (2,412)   |                      |                    |
| Cash, Beginning of Month             | 1,033,897 | 1,004,646 | 929,837  | 940,898  | 923,841 | 997,297   | 1,035,729 | 1,032,322 | 1,025,361 | 1,080,947 | 1,096,002 | 1,091,090 |                      |                    |
| Cash, End of Month                   | 1,004,646 | 929,837   | 940,898  | 923,841  | 997,297 | 1,035,729 | 1,032,322 | 1,025,361 | 1,080,947 | 1,096,002 | 1,091,090 | 1,088,678 |                      |                    |

## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 163.43

#### Revenues

##### State Aid - Revenue Limit

|      |                              |   |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|------|------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
| 8011 | LCFF State Aid               | - | 73,394  | 73,394  | 132,108 | 132,108 | 132,108 | 132,108 | 132,108 | 132,108 | 132,108 | 132,108 | 132,108 | 1,467,871 | 1,400,727 | 67,144 |
| 8012 | Education Protection Account | - | -       | -       | 8,172   | -       | 8,172   | -       | -       | 8,172   | -       | -       | 8,172   | 32,686    | 32,686    | -      |
| 8096 | In Lieu of Property Taxes    | - | 44,777  | 89,555  | 59,703  | 59,703  | 59,703  | 59,703  | 104,481 | 52,240  | 52,240  | 52,240  | 52,240  | 746,291   | 746,291   | -      |
|      |                              | - | 118,171 | 162,948 | 199,983 | 191,812 | 199,983 | 191,812 | 236,589 | 192,520 | 184,349 | 184,349 | 192,520 | 2,246,848 | 2,179,704 | 67,144 |

##### Federal Revenue

|      |                                    |   |       |        |       |       |        |       |       |        |       |       |       |        |        |   |
|------|------------------------------------|---|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|-------|--------|--------|---|
| 8181 | Special Education - Entitlement    | - | 1,062 | 1,062  | 1,912 | 1,912 | 1,912  | 1,912 | 1,912 | 1,912  | 1,912 | 1,912 | 1,912 | 21,246 | 21,246 | - |
| 8290 | Title I, Part A - Basic Low Income | - | -     | 8,151  | -     | -     | 8,151  | -     | 8,151 | -      | -     | -     | 8,151 | 32,602 | 32,602 | - |
| 8291 | Title II, Part A - Teacher Quality | - | -     | 1,187  | -     | -     | 1,187  | -     | 1,187 | -      | -     | -     | 1,187 | 4,749  | 4,749  | - |
| 8294 | Title V, Part B - PCSG             | - | -     | 2,500  | -     | -     | 2,500  | -     | 2,500 | -      | -     | 2,500 | -     | 10,000 | 10,000 | - |
|      |                                    | - | 1,062 | 12,900 | 1,912 | 1,912 | 13,750 | 1,912 | 1,912 | 13,750 | 1,912 | 1,912 | 4,412 | 68,597 | 68,597 | - |

##### Other State Revenue

|      |                         |   |       |       |        |        |        |        |        |        |        |        |        |         |         |          |
|------|-------------------------|---|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|----------|
| 8311 | State Special Education | - | 7,326 | 7,326 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 13,186 | 146,513 | 146,513 | -        |
| 8550 | Mandated Cost           | - | -     | -     | -      | -      | 5,944  | -      | -      | -      | -      | -      | 270    | 6,214   | 5,944   | 270      |
| 8560 | State Lottery           | - | -     | -     | -      | -      | -      | 9,834  | -      | 9,834  | -      | -      | 19,668 | 39,337  | 39,337  | -        |
| 8599 | Other State Revenue     | - | -     | -     | -      | 58,185 | -      | -      | -      | 22,379 | -      | -      | 8,952  | 89,516  | 112,156 | (22,641) |
|      |                         | - | 7,326 | 7,326 | 13,186 | 71,371 | 19,131 | 23,020 | 13,186 | 45,399 | 13,186 | 13,186 | 42,076 | 281,580 | 303,951 | (22,370) |

##### Other Local Revenue

|      |                  |    |    |    |    |    |    |    |    |    |    |    |   |     |     |   |
|------|------------------|----|----|----|----|----|----|----|----|----|----|----|---|-----|-----|---|
| 8660 | Interest Revenue | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | - | 122 | 122 | - |
|      |                  | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | - | 122 | 122 | - |

#### Total Revenue

|  |  |    |         |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|--|--|----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
|  |  | 10 | 126,569 | 183,184 | 215,092 | 265,105 | 224,702 | 224,926 | 206,920 | 263,535 | 239,842 | 199,457 | 201,957 | 245,846 | 2,597,146 | 2,552,373 | 44,773 |
|--|--|----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|

#### Expenses

##### Certificated Salaries

|      |                               |        |        |        |        |        |        |        |        |        |        |        |        |   |           |           |          |
|------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|-----------|-----------|----------|
| 1100 | Teachers' Salaries            | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | 58,159 | - | 697,909   | 684,225   | (13,684) |
| 1175 | Teachers' Extra Duty/Stipends | -      | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | 18,844 | - | 207,281   | 203,217   | (4,064)  |
| 1200 | Pupil Support Salaries        | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | 6,282  | - | 75,381    | 73,903    | (1,478)  |
| 1300 | Administrators' Salaries      | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | 8,027  | - | 96,323    | 94,434    | (1,889)  |
|      |                               | 72,468 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | 91,311 | - | 1,076,894 | 1,055,778 | (21,116) |

##### Classified Salaries

|      |                                     |       |       |       |       |       |       |       |       |       |       |       |       |       |        |        |       |
|------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| 2100 | Instructional Salaries              | 358   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | 358   | 859   | 5,156  | 5,055  | (101) |
| 2300 | Classified Administrators' Salaries | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 1,032 | 2,476 | 14,855 | 14,564 | (291) |
| 2400 | Clerical and Office Staff Salaries  | 319   | 319   | 319   | 319   | 319   | 319   | 319   | 319   | 319   | 319   | 319   | 319   | 766   | 4,593  | 4,503  | (90)  |
|      |                                     | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 1,709 | 4,101 | 24,604 | 24,122 | (482) |

##### Benefits

|      |                       |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |         |
|------|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|---------|
| 3101 | STRS                  | 13,841 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | 17,440 | - | 205,687 | 201,654 | (4,033) |
| 3301 | OASDI                 | 106    | 106    | 106    | 106    | 106    | 106    | 106    | 106    | 106    | 106    | 106    | 106    | - | 1,271   | 1,246   | (25)    |
| 3311 | Medicare              | 1,076  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | 1,349  | - | 15,912  | 15,600  | (312)   |
| 3401 | Health and Welfare    | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | 10,261 | - | 123,131 | 120,717 | (2,414) |
| 3501 | State Unemployment    | 3,248  | 3,248  | 3,248  | 3,248  | 3,248  | 3,248  | 16,239 | 12,991 | 6,496  | 3,248  | 3,248  | 3,248  | - | 64,955  | 63,729  | (1,226) |
| 3601 | Workers' Compensation | 1,038  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | 1,302  | - | 15,364  | 15,062  | (301)   |
| 3901 | Other Benefits        | 593    | 744    | 744    | 744    | 744    | 744    | 744    | 744    | 744    | 744    | 744    | 744    | - | 8,774   | 8,602   | (172)   |
|      |                       | 30,163 | 34,450 | 34,450 | 34,450 | 34,450 | 34,450 | 47,441 | 44,193 | 37,698 | 34,450 | 34,450 | 34,450 | - | 435,094 | 426,611 | (8,483) |

##### Books and Supplies

|      |                                  |        |        |        |        |        |        |        |        |        |        |        |        |        |         |         |          |
|------|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|----------|
| 4100 | Textbooks and Core Curricula Mat | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | 1,578  | -      | 18,935  | 18,564  | (371)    |
| 4200 | Books and Other Reference Mater  | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | 21,536 | -      | 258,435 | 253,368 | (5,067)  |
| 4302 | School Supplies                  | -      | 311    | 495    | 59     | 196    | -      | -      | 99     | 97     | 156    | 156    | 156    | 46,341 | 48,066  | 47,124  | (942)    |
| 4305 | Software                         | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | 13,248 | -      | 158,973 | 155,856 | (3,117)  |
| 4310 | Office Expense                   | 321    | 321    | 321    | 321    | 321    | 321    | 321    | 321    | 321    | 321    | 321    | 321    | -      | 3,849   | 3,774   | (75)     |
| 4311 | Business Meals                   | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | -      | 208     | 204     | (4)      |
| 4400 | Noncapitalized Equipment         | -      | 199    | 316    | 38     | 125    | -      | -      | 63     | 62     | 100    | 100    | 100    | 29,590 | 30,692  | 30,090  | (602)    |
|      |                                  | 36,700 | 37,209 | 37,511 | 36,797 | 37,022 | 36,700 | 36,700 | 36,863 | 36,858 | 36,956 | 36,956 | 36,956 | 75,931 | 519,160 | 508,980 | (10,180) |



## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 163.43

|   | Jul-26           | Aug-26          | Sep-26          | Oct-26         | Nov-26         | Dec-26         | Jan-27         | Feb-27         | Mar-27         | Apr-27         | May-27         | Jun-27         | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|------------------|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |                  |                 |                 |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5102 Special Education                      | 11,410           | 11,410          | 11,410          | 11,410         | 11,410         | 11,410         | 11,410         | 11,410         | 11,410         | 11,410         | 11,410         | 11,410         | -                    | 136,917            | 134,232                | (2,685)                 |
| 5103 Substitute Teacher                     | 303              | 303             | 303             | 303            | 303            | 303            | 303            | 303            | 303            | 303            | 303            | 303            | -                    | 3,641              | 3,570                  | (71)                    |
| 5106 Other Educational Consultants          | -                | 168             | 268             | 32             | 106            | -              | -              | 54             | 52             | 85             | 85             | 85             | 25,076               | 26,010             | 25,500                 | (510)                   |
| 5107 Instructional Services                 | 416              | 416             | 416             | 416            | 416            | 416            | 416            | 416            | 416            | 416            | 416            | 416            | -                    | 4,994              | 4,896                  | (98)                    |
|   | 12,129           | 12,298          | 12,397          | 12,161         | 12,236         | 12,129         | 12,129         | 12,183         | 12,182         | 12,214         | 12,214         | 12,214         | 25,076               | 171,562            | 168,198                | (3,364)                 |
| <b>Operations and Housekeeping</b>          |                  |                 |                 |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 9                | 9               | 9               | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | -                    | 104                | 102                    | (2)                     |
| 5300 Dues & Memberships                     | 468              | 468             | 468             | 468            | 468            | 468            | 468            | 468            | 468            | 468            | 468            | 468            | -                    | 5,618              | 5,508                  | (110)                   |
| 5400 Insurance                              | 269              | 269             | 269             | 269            | 269            | 269            | 269            | 269            | 269            | 269            | 269            | 269            | -                    | 3,225              | 3,162                  | (63)                    |
| 5502 Janitorial Services                    | 35               | 35              | 35              | 35             | 35             | 35             | 35             | 35             | 35             | 35             | 35             | 35             | -                    | 416                | 408                    | (8)                     |
| 5900 Communications                         | 43               | 43              | 43              | 43             | 43             | 43             | 43             | 43             | 43             | 43             | 43             | 43             | -                    | 520                | 510                    | (10)                    |
| 5901 Postage and Shipping                   | 442              | 442             | 442             | 442            | 442            | 442            | 442            | 442            | 442            | 442            | 442            | 442            | -                    | 5,306              | 5,202                  | (104)                   |
|   | 1,266            | 1,266           | 1,266           | 1,266          | 1,266          | 1,266          | 1,266          | 1,266          | 1,266          | 1,266          | 1,266          | 1,266          | -                    | 15,190             | 14,892                 | (298)                   |
| <b>Facilities, Repairs and Other Leases</b> |                  |                 |                 |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5601 Rent                                   | 468              | 468             | 468             | 468            | 468            | 468            | 468            | 468            | 468            | 468            | 468            | 468            | -                    | 5,618              | 5,508                  | (110)                   |
| 5602 Additional Rent                        | 69               | 69              | 69              | 69             | 69             | 69             | 69             | 69             | 69             | 69             | 69             | 69             | -                    | 832                | 816                    | (16)                    |
| 5603 Equipment Leases                       | 425              | 425             | 425             | 425            | 425            | 425            | 425            | 425            | 425            | 425            | 425            | 425            | -                    | 5,098              | 4,998                  | (100)                   |
| 5604 Other Leases                           | 9                | 9               | 9               | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | -                    | 104                | 102                    | (2)                     |
| 5610 Repairs and Maintenance                | 17               | 17              | 17              | 17             | 17             | 17             | 17             | 17             | 17             | 17             | 17             | 17             | -                    | 208                | 204                    | (4)                     |
|   | 988              | 988             | 988             | 988            | 988            | 988            | 988            | 988            | 988            | 988            | 988            | 988            | -                    | 11,861             | 11,628                 | (233)                   |
| <b>Professional/Consulting Services</b>     |                  |                 |                 |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5801 IT                                     | 6,581            | 6,581           | 6,581           | 6,581          | 6,581          | 6,581          | 6,581          | 6,581          | 6,581          | 6,581          | 6,581          | 6,581          | -                    | 78,966             | 77,418                 | (1,548)                 |
| 5802 Audit & Taxes                          | -                | -               | -               | 1,873          | 1,873          | 1,873          | -              | -              | -              | -              | -              | -              | -                    | 5,618              | 5,508                  | (110)                   |
| 5803 Legal                                  | 321              | 321             | 321             | 321            | 321            | 321            | 321            | 321            | 321            | 321            | 321            | 321            | -                    | 3,849              | 3,774                  | (75)                    |
| 5804 Professional Development               | 1,873            | 1,873           | 1,873           | 1,873          | 1,873          | 1,873          | 1,873          | 1,873          | 1,873          | 1,873          | 1,873          | 1,873          | -                    | 22,473             | 22,032                 | (441)                   |
| 5805 General Consulting                     | 5,818            | 5,818           | 5,818           | 5,818          | 5,818          | 5,818          | 5,818          | 5,818          | 5,818          | 5,818          | 5,818          | 5,818          | -                    | 69,811             | 68,442                 | (1,369)                 |
| 5806 Special Activities/Field Trips         | -                | -               | -               | -              | -              | -              | -              | 0              | 0              | 0              | -              | -              | -                    | 0                  | 0                      | (0)                     |
| 5807 Bank Charges                           | 26               | 26              | 26              | 26             | 26             | 26             | 26             | 26             | 26             | 26             | 26             | 26             | -                    | 312                | 306                    | (6)                     |
| 5808 Printing                               | 9                | 9               | 9               | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | -                    | 104                | 102                    | (2)                     |
| 5809 Other taxes and fees                   | 659              | 659             | 659             | 659            | 659            | 659            | 659            | 659            | 659            | 659            | 659            | 659            | -                    | 7,907              | 7,752                  | (155)                   |
| 5811 Management Fee                         | 4,332            | 4,332           | 4,332           | 4,332          | 4,332          | 4,332          | 4,332          | 4,332          | 4,332          | 4,332          | 4,332          | 4,332          | -                    | 51,988             | 50,969                 | (1,019)                 |
| 5812 District Oversight Fee                 | -                | 1,182           | 1,629           | 2,000          | 1,918          | 1,918          | 2,000          | 1,918          | 2,366          | 1,925          | 1,843          | 1,843          | 1,925                | 22,468             | 21,797                 | (671)                   |
| 5815 Public Relations/Recruitment           | 1,959            | 1,959           | 1,959           | 1,959          | 1,959          | 1,959          | 1,959          | 1,959          | 1,959          | 1,959          | 1,959          | 1,959          | -                    | 23,513             | 23,052                 | (461)                   |
|   | 21,577           | 22,759          | 23,206          | 25,450         | 25,368         | 25,368         | 23,577         | 23,495         | 23,943         | 23,502         | 23,420         | 23,420         | 1,925                | 287,011            | 281,152                | (5,859)                 |
| <b>Depreciation</b>                         |                  |                 |                 |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
|   | -                | -               | -               | -              | -              | -              | -              | -              | -              | -              | -              | -              | -                    | -                  | -                      | -                       |
| <b>Interest</b>                             |                  |                 |                 |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
|   | -                | -               | -               | -              | -              | -              | -              | -              | -              | -              | -              | -              | -                    | -                  | -                      | -                       |
|   | -                | -               | -               | -              | -              | -              | -              | -              | -              | -              | -              | -              | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | <b>177,000</b>   | <b>201,990</b>  | <b>202,839</b>  | <b>204,132</b> | <b>204,349</b> | <b>203,921</b> | <b>215,121</b> | <b>212,008</b> | <b>205,955</b> | <b>202,397</b> | <b>202,315</b> | <b>202,315</b> | <b>107,033</b>       | <b>2,541,374</b>   | <b>2,491,361</b>       | <b>(50,014)</b>         |
| <b>Monthly Surplus (Deficit)</b>            | <b>(176,990)</b> | <b>(75,421)</b> | <b>(19,654)</b> | <b>10,960</b>  | <b>60,756</b>  | <b>20,781</b>  | <b>9,804</b>   | <b>(5,088)</b> | <b>57,581</b>  | <b>37,445</b>  | <b>(2,858)</b> | <b>(358)</b>   | <b>138,813</b>       | <b>55,772</b>      | <b>61,012</b>          | <b>(5,240)</b>          |

## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 163.43

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-26    | Aug-26   | Sep-26   | Oct-26   | Nov-26  | Dec-26  | Jan-27    | Feb-27    | Mar-27    | Apr-27    | May-27    | Jun-27    | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|-----------|----------|----------|----------|---------|---------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|--------------------|------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (176,990) | (75,421) | (19,654) | 10,960   | 60,756  | 20,781  | 9,804     | (5,088)   | 57,581    | 37,445    | (2,858)   | (358)     | 138,813              | 55,772             |                        |                         |
| Cash flows from operating activities |           |          |          |          |         |         |           |           |           |           |           |           |                      |                    |                        |                         |
| Depreciation/Amortization            | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Public Funding Receivables           | 186,477   | -        | 19,668   | -        | -       | -       | 35,652    | -         | -         | -         | -         | -         | (245,846)            | (4,049)            |                        |                         |
| Grants and Contributions Rec.        | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Due To/From Related Parties          | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Prepaid Expenses                     | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Other Assets                         | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Accounts Payable                     | (104,912) | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | 107,033              | 2,121              |                        |                         |
| Accrued Expenses                     | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Other Liabilities                    | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Deferred Revenue                     | -         | -        | -        | (20,336) | -       | -       | (20,336)  | -         | -         | (20,336)  | -         | -         | (142,352)            | (203,360)          |                        |                         |
| Cash flows from investing activities |           |          |          |          |         |         |           |           |           |           |           |           |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Notes Receivable                     | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Cash flows from financing activities |           |          |          |          |         |         |           |           |           |           |           |           |                      |                    |                        |                         |
| Proceeds from Factoring              | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Payments on Factoring                | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Proceeds(Payments) on Debt           | -         | -        | -        | -        | -       | -       | -         | -         | -         | -         | -         | -         | -                    | -                  |                        |                         |
| Total Change in Cash                 | (95,424)  | (75,421) | 14       | (9,376)  | 60,756  | 20,781  | 25,120    | (5,088)   | 57,581    | 17,109    | (2,858)   | (358)     |                      |                    |                        |                         |
| Cash, Beginning of Month             | 1,088,678 | 993,254  | 917,833  | 917,847  | 908,471 | 969,227 | 990,008   | 1,015,128 | 1,010,040 | 1,067,621 | 1,084,730 | 1,081,873 |                      |                    |                        |                         |
| Cash, End of Month                   | 993,254   | 917,833  | 917,847  | 908,471  | 969,227 | 990,008 | 1,015,128 | 1,010,040 | 1,067,621 | 1,084,730 | 1,081,873 | 1,081,515 |                      |                    |                        |                         |

**Monterey Bay FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|  | 2024-25             | 2025-26             | 2026-27             |
|--|---------------------|---------------------|---------------------|
|  | Budget              | Forecast            | Forecast            |
| <b>Assumptions</b>                       |                     |                     |                     |
| LCFF COLA                                | 1.07%               | 2.93%               | 3.08%               |
| Non-LCFF Revenue COLA                    | n/a                 | 0.00%               | 0.00%               |
| Expense COLA                             | 2.00%               | 2.00%               | 2.00%               |
| Enrollment                               | 571                 | 571                 | 571                 |
| Average Daily Attendance                 | 560.02              | 560.02              | 560.02              |
| <b>Revenues</b>                          |                     |                     |                     |
| <b>State Aid - Revenue Limit</b>         |                     |                     |                     |
| 8011 LCFF State Aid                      | \$ 3,399,520        | \$ 3,622,413        | \$ 3,845,833        |
| 8012 Education Protection Account        | 112,004             | 112,004             | 112,004             |
| 8019 State Aid - Prior Year              | -                   | -                   | -                   |
| 8096 In Lieu of Property Taxes           | 3,518,552           | 3,518,552           | 3,518,552           |
|  | <u>7,030,076</u>    | <u>7,252,969</u>    | <u>7,476,389</u>    |
| <b>Federal Revenue</b>                   |                     |                     |                     |
| 8181 Special Education - Entitlement     | 72,803              | 72,803              | 72,803              |
| 8290 Title I, Part A - Basic Low Income  | 45,923              | 45,923              | 45,923              |
| 8291 Title II, Part A - Teacher Quality  | 9,763               | 9,763               | 9,763               |
|  | <u>128,489</u>      | <u>128,489</u>      | <u>128,489</u>      |
| <b>Other State Revenue</b>               |                     |                     |                     |
| 8311 State Special Education             | 502,053             | 502,053             | 502,053             |
| 8550 Mandated Cost                       | 20,752              | 20,597              | 20,748              |
| 8560 State Lottery                       | 139,445             | 139,445             | 139,445             |
| 8598 Prior Year Revenue                  | -                   | -                   | -                   |
| 8599 Other State Revenue                 | 237,612             | 213,263             | 167,171             |
|  | <u>899,863</u>      | <u>875,359</u>      | <u>829,418</u>      |
| <b>Other Local Revenue</b>               |                     |                     |                     |
| 8660 Interest Revenue                    | 10,286              | 10,286              | 10,286              |
|  | <u>10,286</u>       | <u>10,286</u>       | <u>10,286</u>       |
| <b>Total Revenue</b>                     | <b>\$ 8,068,713</b> | <b>\$ 8,267,103</b> | <b>\$ 8,444,581</b> |
| <b>Expenses</b>                          |                     |                     |                     |
| <b>Certificated Salaries</b>             |                     |                     |                     |
| 1100 Teachers' Salaries                  | 2,365,482           | 2,412,792           | 2,461,048           |
| 1175 Teachers' Extra Duty/Stipends       | 702,557             | 716,608             | 730,940             |
| 1200 Pupil Support Salaries              | 255,494             | 260,604             | 265,816             |
| 1300 Administrators' Salaries            | 326,475             | 333,004             | 339,664             |
|  | <u>3,650,007</u>    | <u>3,723,007</u>    | <u>3,797,467</u>    |
| <b>Classified Salaries</b>               |                     |                     |                     |
| 2100 Instructional Salaries              | 17,476              | 17,825              | 18,182              |
| 2200 Support Salaries                    | -                   | -                   | -                   |
| 2300 Classified Administrators' Salaries | 50,349              | 51,356              | 52,383              |
| 2400 Clerical and Office Staff Salaries  | 15,567              | 15,879              | 16,196              |
|  | <u>83,392</u>       | <u>85,060</u>       | <u>86,761</u>       |
| <b>Benefits</b>                          |                     |                     |                     |
| 3101 STRS                                | 697,151             | 711,094             | 725,316             |
| 3301 OASDI                               | 3,591               | 4,395               | 4,483               |
| 3311 Medicare                            | 53,732              | 55,011              | 56,112              |
| 3401 Health and Welfare                  | 417,340             | 425,686             | 434,200             |
| 3501 State Unemployment                  | 204,261             | 207,787             | 211,358             |
| 3601 Workers' Compensation               | 51,879              | 53,114              | 54,177              |
| 3901 Other Benefits                      | 29,628              | 30,334              | 30,940              |
|  | <u>1,457,582</u>    | <u>1,487,422</u>    | <u>1,516,585</u>    |
| <b>Books and Supplies</b>                |                     |                     |                     |
| 4100 Textbooks and Core Curricula        | 61,600              | 62,832              | 64,089              |
| 4200 Books and Other Materials           | 417,600             | 425,952             | 434,471             |
| 4302 School Supplies                     | 39,500              | 40,290              | 41,096              |
| 4305 Software                            | 498,900             | 508,878             | 519,056             |
| 4310 Office Expense                      | 14,200              | 14,484              | 14,774              |
| 4311 Business Meals                      | 4,200               | 4,284               | 4,370               |
| 4400 Noncapitalized Equipment            | 175,000             | 178,500             | 182,070             |
|  | <u>1,211,000</u>    | <u>1,235,220</u>    | <u>1,259,924</u>    |

**Monterey Bay FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|   | 2024-25             | 2025-26             | 2026-27             |
|---|---------------------|---------------------|---------------------|
|   | Budget              | Forecast            | Forecast            |
| <b>Subagreement Services</b>                |                     |                     |                     |
| 5102 Special Education                      | 464,100             | 473,382             | 482,850             |
| 5103 Substitute Teacher                     | 12,400              | 12,648              | 12,901              |
| 5106 Other Educational Consultants          | 69,100              | 70,482              | 71,892              |
| 5107 Instructional Services                 | 26,300              | 26,826              | 27,363              |
|   | 571,900             | 583,338             | 595,005             |
| <b>Operations and Housekeeping</b>          |                     |                     |                     |
| 5201 Auto and Travel                        | 400                 | 408                 | 416                 |
| 5300 Dues & Memberships                     | 14,400              | 14,688              | 14,982              |
| 5400 Insurance                              | 10,600              | 10,812              | 11,028              |
| 5501 Utilities                              | 600                 | 612                 | 624                 |
| 5502 Janitorial Services                    | 1,400               | 1,428               | 1,457               |
| 5900 Communications                         | 1,700               | 1,734               | 1,769               |
| 5901 Postage and Shipping                   | 15,900              | 16,218              | 16,542              |
|   | 45,000              | 45,900              | 46,818              |
| <b>Facilities, Repairs and Other Leases</b> |                     |                     |                     |
| 5601 Rent                                   | 10,500              | 10,710              | 10,924              |
| 5602 Additional Rent                        | 1,900               | 1,938               | 1,977               |
| 5603 Equipment Leases                       | 300                 | 306                 | 312                 |
| 5604 Other Leases                           | 500                 | 510                 | 520                 |
| 5610 Repairs and Maintenance                | 300                 | 306                 | 312                 |
|   | 13,500              | 13,770              | 14,045              |
| <b>Professional/Consulting Services</b>     |                     |                     |                     |
| 5801 IT                                     | 224,800             | 229,296             | 233,882             |
| 5802 Audit & Taxes                          | 22,400              | 22,848              | 23,305              |
| 5803 Legal                                  | 10,000              | 10,200              | 10,404              |
| 5804 Professional Development               | 76,800              | 78,336              | 79,903              |
| 5805 General Consulting                     | 193,400             | 197,268             | 201,213             |
| 5807 Bank Charges                           | 100                 | 102                 | 104                 |
| 5808 Printing                               | 200                 | 204                 | 208                 |
| 5809 Other taxes and fees                   | 21,800              | 22,236              | 22,681              |
| 5810 Payroll Service Fee                    | -                   | -                   | -                   |
| 5811 Management Fee                         | 161,374             | 164,602             | 167,894             |
| 5812 District Oversight Fee                 | 70,301              | 72,530              | 74,764              |
| 5814 SPED Encroachment                      | -                   | -                   | -                   |
| 5815 Public Relations/Recruitment           | 76,800              | 78,336              | 79,903              |
|   | 857,975             | 875,957             | 894,260             |
| <b>Depreciation</b>                         |                     |                     |                     |
|   | -                   | -                   | -                   |
| <b>Interest</b>                             |                     |                     |                     |
|   | -                   | -                   | -                   |
| <b>Total Expenses</b>                       | <b>\$ 7,890,356</b> | <b>\$ 8,049,675</b> | <b>\$ 8,210,867</b> |
| <b>Surplus (Deficit)</b>                    | <b>\$ 178,357</b>   | <b>\$ 217,429</b>   | <b>\$ 233,715</b>   |
|   | 2%                  | 3%                  | 3%                  |
| Fund Balance, Beginning of Year             | \$ 1,491,881        | \$ 1,670,238        | \$ 1,887,667        |
| <b>Fund Balance, End of Year</b>            | <b>\$ 1,670,238</b> | <b>\$ 1,887,667</b> | <b>\$ 2,121,381</b> |
|   | 21.2%               | 23.5%               | 25.8%               |

**Monterey Bay FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|                                      | 2024-25             | 2025-26             | 2026-27             |
|--------------------------------------|---------------------|---------------------|---------------------|
|                                      | Budget              | Forecast            | Forecast            |
| <b>Cash Flow Adjustments</b>         |                     |                     |                     |
| Surplus (Deficit)                    | (297,415)           | (253,011)           | (246,562)           |
| Cash Flows From Operating Activities | -                   | -                   | -                   |
| Depreciation/Amortization            | -                   | -                   | -                   |
| Public Funding Receivables           | 1,436,412           | 756,655             | 757,024             |
| Grants and Contributions Rec.        | -                   | -                   | -                   |
| Due To/From Related Parties          | -                   | -                   | -                   |
| Prepaid Expenses                     | -                   | -                   | -                   |
| Other Assets                         | -                   | -                   | -                   |
| Accounts Payable                     | (561,995)           | (280,882)           | (286,584)           |
| Accrued Expenses                     | -                   | -                   | -                   |
| Deferred Revenue                     | -                   | -                   | -                   |
| Other Liabilities                    | (157,208)           | (138,947)           | (104,377)           |
| Cash Flows From Investing Activities | -                   | -                   | -                   |
| Purchases of Prop. And Equip.        | -                   | -                   | -                   |
| Notes Receivable                     | -                   | -                   | -                   |
| Cash Flows From Financing Activities | -                   | -                   | -                   |
| Proceeds from Factoring              | -                   | -                   | -                   |
| Payments on Factoring                | -                   | -                   | -                   |
| Proceeds(Payments) on Debt           | -                   | -                   | -                   |
| Total Change in Cash                 | 419,793             | 83,815              | 119,501             |
| Cash, Beginning of Year              | 2,236,255           | 2,656,048           | 2,739,863           |
| <b>Cash, End of Year</b>             | <b>\$ 2,656,048</b> | <b>\$ 2,739,863</b> | <b>\$ 2,859,364</b> |

**Monterey Bay FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 560.02



|  | Jul-24     | Aug-24         | Sep-24         | Oct-24         | Nov-24         | Dec-24         | Jan-25         | Feb-25         | Mar-25         | Apr-25         | May-25         | Jun-25         | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|------------------|--------------------------|-------------------------|
| <b>Revenues</b>                          |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| <b>State Aid - Revenue Limit</b>         |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  | ADA = 560.02             |                         |
| 8011 LCFF State Aid                      | -          | 169,973        | 169,973        | 305,952        | 305,952        | 305,952        | 305,952        | 305,952        | 305,961        | 305,961        | 305,961        | 305,961        | 305,966              | 3,399,520        | 3,399,520                | -                       |
| 8012 Education Protection Account        | -          | -              | 28,001         | -              | -              | 28,001         | -              | -              | 28,001         | -              | -              | -              | 28,001               | 112,004          | 112,004                  | -                       |
| 8096 In Lieu of Property Taxes           | -          | 211,110        | 422,220        | 281,480        | 281,480        | 281,480        | 281,480        | 281,480        | 492,607        | 246,303        | 246,303        | 246,303        | 246,303              | 3,518,552        | 3,518,552                | -                       |
|  | -          | 381,084        | 620,195        | 587,432        | 587,432        | 615,434        | 587,432        | 587,432        | 826,569        | 552,265        | 552,265        | 552,265        | 580,271              | 7,030,076        | 7,030,076                | -                       |
| <b>Federal Revenue</b>                   |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8181 Special Education - Entitlement     | -          | 3,640          | 3,640          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552                | 72,803           | 72,803                   | -                       |
| 8290 Title I, Part A - Basic Low Income  | -          | -              | 11,481         | -              | -              | 34,442         | -              | -              | -              | -              | -              | -              | -                    | 45,923           | 45,923                   | -                       |
| 8291 Title II, Part A - Teacher Quality  | -          | -              | 2,441          | -              | -              | 7,322          | -              | -              | -              | -              | -              | -              | -                    | 9,763            | 9,763                    | -                       |
|  | -          | 3,640          | 17,562         | 6,552          | 6,552          | 48,317         | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552          | 6,552                | 128,489          | 128,489                  | -                       |
| <b>Other State Revenue</b>               |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8311 State Special Education             | -          | 25,102         | 25,102         | 45,184         | 45,184         | 45,184         | 45,184         | 45,184         | 45,186         | 45,186         | 45,186         | 45,186         | 45,186               | 502,053          | 502,053                  | -                       |
| 8550 Mandated Cost                       | -          | -              | -              | -              | -              | 20,752         | -              | -              | -              | -              | -              | -              | -                    | 20,752           | 20,752                   | -                       |
| 8560 State Lottery                       | -          | -              | -              | -              | -              | -              | 34,861         | -              | -              | 34,861         | -              | -              | -                    | 139,445          | 139,445                  | -                       |
| 8599 Other State Revenue                 | -          | 1,400          | 1,400          | 54,923         | 2,520          | 2,520          | 54,923         | 2,520          | 2,520          | 54,923         | 2,520          | 2,520          | 54,923               | 237,612          | 237,612                  | -                       |
|  | -          | 26,502         | 26,502         | 100,107        | 47,704         | 68,456         | 134,968        | 47,704         | 47,706         | 134,969        | 47,706         | 47,706         | 169,832              | 899,863          | 899,863                  | -                       |
| <b>Other Local Revenue</b>               |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8660 Interest Revenue                    | 857        | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | -                    | 10,286           | 10,286                   | -                       |
|  | 857        | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | 857            | -                    | 10,286           | 10,286                   | -                       |
| <b>Total Revenue</b>                     | <b>857</b> | <b>412,083</b> | <b>665,116</b> | <b>694,949</b> | <b>642,546</b> | <b>733,064</b> | <b>729,810</b> | <b>642,546</b> | <b>881,684</b> | <b>694,643</b> | <b>607,380</b> | <b>607,380</b> | <b>756,655</b>       | <b>8,068,713</b> | <b>8,068,713</b>         | <b>-</b>                |
| <b>Expenses</b>                          |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| <b>Certificated Salaries</b>             |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 1100 Teachers' Salaries                  | 197,124    | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | 197,124        | -                    | 2,365,482        | 2,365,482                | -                       |
| 1175 Teachers' Extra Duty/Stipends       | -          | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | 63,869         | -                    | 702,557          | 702,557                  | -                       |
| 1200 Pupil Support Salaries              | 21,291     | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | 21,291         | -                    | 255,494          | 255,494                  | -                       |
| 1300 Administrators' Salaries            | 27,206     | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | 27,206         | -                    | 326,475          | 326,475                  | -                       |
|  | 245,621    | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | 309,490        | -                    | 3,650,007        | 3,650,007                | -                       |
| <b>Classified Salaries</b>               |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 2100 Instructional Salaries              | 1,214      | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 1,214          | 2,913                | 17,476           | 17,476                   | -                       |
| 2300 Classified Administrators' Salaries | 3,496      | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 3,496          | 8,391                | 50,349           | 50,349                   | -                       |
| 2400 Clerical and Office Staff Salaries  | 1,081      | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 1,081          | 2,595                | 15,567           | 15,567                   | -                       |
|  | 5,791      | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 5,791          | 13,899               | 83,392           | 83,392                   | -                       |
| <b>Benefits</b>                          |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 3101 STRS                                | 46,914     | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | 59,113         | -                    | 697,151          | 697,151                  | -                       |
| 3301 OASDI                               | 299        | 299            | 299            | 299            | 299            | 299            | 299            | 299            | 299            | 299            | 299            | 299            | -                    | 3,591            | 3,591                    | -                       |
| 3311 Medicare                            | 3,632      | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | 4,555          | -                    | 53,732           | 53,732                   | -                       |
| 3401 Health and Welfare                  | 34,778     | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | 34,778         | -                    | 417,340          | 417,340                  | -                       |
| 3501 State Unemployment                  | 10,213     | 10,213         | 10,213         | 10,213         | 10,213         | 10,213         | 51,065         | 40,852         | 20,426         | 10,213         | 10,213         | 10,213         | -                    | 204,261          | 204,261                  | -                       |
| 3601 Workers' Compensation               | 3,507      | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | 4,397          | -                    | 51,879           | 51,879                   | -                       |
| 3901 Other Benefits                      | 2,003      | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | 2,511          | -                    | 29,628           | 29,628                   | -                       |
|  | 101,345    | 115,867        | 115,867        | 115,867        | 115,867        | 115,867        | 156,719        | 146,506        | 126,080        | 115,867        | 115,867        | 115,867        | -                    | 1,457,582        | 1,457,582                | -                       |

## Monterey Bay FY24-25 Budget

### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 560.02

|   | Jul-24           | Aug-24           | Sep-24         | Oct-24         | Nov-24         | Dec-24         | Jan-25         | Feb-25          | Mar-25         | Apr-25         | May-25          | Jun-25          | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|------------------|------------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|-----------------|----------------------|------------------|--------------------------|-------------------------|
| <b>Books and Supplies</b>                   |                  |                  |                |                |                |                |                |                 |                |                |                 |                 |                      |                  |                          |                         |
| 4100 Textbooks and Core Materials           | 5,133            | 5,133            | 5,133          | 5,133          | 5,133          | 5,133          | 5,133          | 5,133           | 5,133          | 5,133          | 5,133           | 5,133           | -                    | 61,600           | 61,600                   | -                       |
| 4200 Books and Reference Materials          | 34,800           | 34,800           | 34,800         | 34,800         | 34,800         | 34,800         | 34,800         | 34,800          | 34,800         | 34,800         | 34,800          | 34,800          | -                    | 417,600          | 417,600                  | -                       |
| 4302 School Supplies                        | -                | 569              | 906            | 108            | 359            | -              | -              | 191             | 186            | 268            | 268             | 268             | 36,377               | 39,500           | 39,500                   | -                       |
| 4305 Software                               | 41,575           | 41,575           | 41,575         | 41,575         | 41,575         | 41,575         | 41,575         | 41,575          | 41,575         | 41,575         | 41,575          | 41,575          | -                    | 498,900          | 498,900                  | -                       |
| 4310 Office Expense                         | 1,183            | 1,183            | 1,183          | 1,183          | 1,183          | 1,183          | 1,183          | 1,183           | 1,183          | 1,183          | 1,183           | 1,183           | -                    | 14,200           | 14,200                   | -                       |
| 4311 Business Meals                         | 350              | 350              | 350            | 350            | 350            | 350            | 350            | 350             | 350            | 350            | 350             | 350             | -                    | 4,200            | 4,200                    | -                       |
| 4400 Noncapitalized Equipment               | -                | 2,522            | 4,015          | 478            | 1,593          | -              | -              | 847             | 824            | 1,185          | 1,185           | 1,185           | 161,166              | 175,000          | 175,000                  | -                       |
|   | 83,042           | 86,133           | 87,963         | 83,627         | 84,994         | 83,042         | 83,042         | 84,080          | 84,051         | 84,494         | 84,494          | 84,494          | 197,543              | 1,211,000        | 1,211,000                | -                       |
| <b>Subagreement Services</b>                |                  |                  |                |                |                |                |                |                 |                |                |                 |                 |                      |                  |                          |                         |
| 5102 Special Education                      | 38,675           | 38,675           | 38,675         | 38,675         | 38,675         | 38,675         | 38,675         | 38,675          | 38,675         | 38,675         | 38,675          | 38,675          | -                    | 464,100          | 464,100                  | -                       |
| 5103 Substitute Teacher                     | 1,033            | 1,033            | 1,033          | 1,033          | 1,033          | 1,033          | 1,033          | 1,033           | 1,033          | 1,033          | 1,033           | 1,033           | -                    | 12,400           | 12,400                   | -                       |
| 5106 Other Educational Consultants          | -                | 996              | 1,585          | 189            | 629            | -              | -              | 334             | 325            | 468            | 468             | 468             | 63,638               | 69,100           | 69,100                   | -                       |
| 5107 Instructional Services                 | 2,192            | 2,192            | 2,192          | 2,192          | 2,192          | 2,192          | 2,192          | 2,192           | 2,192          | 2,192          | 2,192           | 2,192           | -                    | 26,300           | 26,300                   | -                       |
|   | 41,900           | 42,896           | 43,485         | 42,089         | 42,529         | 41,900         | 41,900         | 42,234          | 42,225         | 42,368         | 42,368          | 42,368          | 63,638               | 571,900          | 571,900                  | -                       |
| <b>Operations and Housekeeping</b>          |                  |                  |                |                |                |                |                |                 |                |                |                 |                 |                      |                  |                          |                         |
| 5201 Auto and Travel                        | 33               | 33               | 33             | 33             | 33             | 33             | 33             | 33              | 33             | 33             | 33              | 33              | -                    | 400              | 400                      | -                       |
| 5300 Dues & Memberships                     | 1,200            | 1,200            | 1,200          | 1,200          | 1,200          | 1,200          | 1,200          | 1,200           | 1,200          | 1,200          | 1,200           | 1,200           | -                    | 14,400           | 14,400                   | -                       |
| 5400 Insurance                              | 883              | 883              | 883            | 883            | 883            | 883            | 883            | 883             | 883            | 883            | 883             | 883             | -                    | 10,600           | 10,600                   | -                       |
| 5501 Utilities                              | 50               | 50               | 50             | 50             | 50             | 50             | 50             | 50              | 50             | 50             | 50              | 50              | -                    | 600              | 600                      | -                       |
| 5502 Janitorial Services                    | 117              | 117              | 117            | 117            | 117            | 117            | 117            | 117             | 117            | 117            | 117             | 117             | -                    | 1,400            | 1,400                    | -                       |
| 5900 Communications                         | 142              | 142              | 142            | 142            | 142            | 142            | 142            | 142             | 142            | 142            | 142             | 142             | -                    | 1,700            | 1,700                    | -                       |
| 5901 Postage and Shipping                   | 1,325            | 1,325            | 1,325          | 1,325          | 1,325          | 1,325          | 1,325          | 1,325           | 1,325          | 1,325          | 1,325           | 1,325           | -                    | 15,900           | 15,900                   | -                       |
|   | 3,750            | 3,750            | 3,750          | 3,750          | 3,750          | 3,750          | 3,750          | 3,750           | 3,750          | 3,750          | 3,750           | 3,750           | -                    | 45,000           | 45,000                   | -                       |
| <b>Facilities, Repairs and Other Leases</b> |                  |                  |                |                |                |                |                |                 |                |                |                 |                 |                      |                  |                          |                         |
| 5601 Rent                                   | 875              | 875              | 875            | 875            | 875            | 875            | 875            | 875             | 875            | 875            | 875             | 875             | -                    | 10,500           | 10,500                   | -                       |
| 5602 Additional Rent                        | 158              | 158              | 158            | 158            | 158            | 158            | 158            | 158             | 158            | 158            | 158             | 158             | -                    | 1,900            | 1,900                    | -                       |
| 5603 Equipment Leases                       | 25               | 25               | 25             | 25             | 25             | 25             | 25             | 25              | 25             | 25             | 25              | 25              | -                    | 300              | 300                      | -                       |
| 5604 Other Leases                           | 42               | 42               | 42             | 42             | 42             | 42             | 42             | 42              | 42             | 42             | 42              | 42              | -                    | 500              | 500                      | -                       |
| 5610 Repairs and Maintenance                | 25               | 25               | 25             | 25             | 25             | 25             | 25             | 25              | 25             | 25             | 25              | 25              | -                    | 300              | 300                      | -                       |
|   | 1,125            | 1,125            | 1,125          | 1,125          | 1,125          | 1,125          | 1,125          | 1,125           | 1,125          | 1,125          | 1,125           | 1,125           | -                    | 13,500           | 13,500                   | -                       |
| <b>Professional/Consulting Services</b>     |                  |                  |                |                |                |                |                |                 |                |                |                 |                 |                      |                  |                          |                         |
| 5801 IT                                     | 18,733           | 18,733           | 18,733         | 18,733         | 18,733         | 18,733         | 18,733         | 18,733          | 18,733         | 18,733         | 18,733          | 18,733          | -                    | 224,800          | 224,800                  | -                       |
| 5802 Audit & Taxes                          | -                | -                | -              | 7,467          | 7,467          | 7,467          | -              | -               | -              | -              | -               | -               | -                    | 22,400           | 22,400                   | -                       |
| 5803 Legal                                  | 833              | 833              | 833            | 833            | 833            | 833            | 833            | 833             | 833            | 833            | 833             | 833             | -                    | 10,000           | 10,000                   | -                       |
| 5804 Professional Development               | 6,400            | 6,400            | 6,400          | 6,400          | 6,400          | 6,400          | 6,400          | 6,400           | 6,400          | 6,400          | 6,400           | 6,400           | -                    | 76,800           | 76,800                   | -                       |
| 5805 General Consulting                     | 16,117           | 16,117           | 16,117         | 16,117         | 16,117         | 16,117         | 16,117         | 16,117          | 16,117         | 16,117         | 16,117          | 16,117          | -                    | 193,400          | 193,400                  | -                       |
| 5806 Special Activities/Field Trips         | -                | -                | -              | -              | -              | -              | -              | -               | -              | -              | -               | -               | -                    | -                | 0                        | 0                       |
| 5807 Bank Charges                           | 8                | 8                | 8              | 8              | 8              | 8              | 8              | 8               | 8              | 8              | 8               | 8               | -                    | 100              | 100                      | -                       |
| 5808 Printing                               | 17               | 17               | 17             | 17             | 17             | 17             | 17             | 17              | 17             | 17             | 17              | 17              | -                    | 200              | 200                      | -                       |
| 5809 Other taxes and fees                   | 1,817            | 1,817            | 1,817          | 1,817          | 1,817          | 1,817          | 1,817          | 1,817           | 1,817          | 1,817          | 1,817           | 1,817           | -                    | 21,800           | 21,800                   | -                       |
| 5811 Management Fee                         | 13,448           | 13,448           | 13,448         | 13,448         | 13,448         | 13,448         | 13,448         | 13,448          | 13,448         | 13,448         | 13,448          | 13,448          | -                    | 161,374          | 161,374                  | -                       |
| 5812 District Oversight Fee                 | -                | 3,811            | 6,202          | 5,874          | 5,874          | 6,154          | 5,874          | 5,874           | 8,266          | 5,523          | 5,523           | 5,523           | 5,803                | 70,301           | 70,301                   | -                       |
| 5815 Public Relations/Recruitment           | 6,400            | 6,400            | 6,400          | 6,400          | 6,400          | 6,400          | 6,400          | 6,400           | 6,400          | 6,400          | 6,400           | 6,400           | -                    | 76,800           | 76,800                   | -                       |
|   | 63,773           | 67,584           | 69,975         | 77,114         | 77,114         | 77,394         | 69,647         | 69,647          | 72,039         | 69,296         | 69,296          | 69,296          | 5,803                | 857,975          | 857,975                  | 0                       |
| <b>Depreciation</b>                         | -                | -                | -              | -              | -              | -              | -              | -               | -              | -              | -               | -               | -                    | -                | -                        | -                       |
| <b>Interest</b>                             | -                | -                | -              | -              | -              | -              | -              | -               | -              | -              | -               | -               | -                    | -                | -                        | -                       |
| <b>Total Expenses</b>                       | <b>546,347</b>   | <b>632,635</b>   | <b>637,446</b> | <b>638,852</b> | <b>640,659</b> | <b>638,358</b> | <b>671,463</b> | <b>662,623</b>  | <b>644,550</b> | <b>632,180</b> | <b>632,180</b>  | <b>632,180</b>  | <b>280,882</b>       | <b>7,890,356</b> | <b>7,890,356</b>         | <b>0</b>                |
| <b>Monthly Surplus (Deficit)</b>            | <b>(545,490)</b> | <b>(220,552)</b> | <b>27,670</b>  | <b>56,097</b>  | <b>1,887</b>   | <b>94,706</b>  | <b>58,346</b>  | <b>(20,076)</b> | <b>237,134</b> | <b>62,463</b>  | <b>(24,800)</b> | <b>(24,800)</b> | <b>475,773</b>       | <b>178,357</b>   | <b>178,357</b>           | <b>0</b>                |
|   |                  |                  |                |                |                |                |                |                 |                |                |                 |                 |                      | 2.2%             |                          |                         |

**Monterey Bay FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 560.02

**Cash Flow Adjustments**

|                                      | 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<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|------------------|--------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (545,490) | (220,552) | 27,670    | 56,097    | 1,887     | 94,706    | 58,346    | (20,076)  | 237,134   | 62,463    | (24,800)  | (24,800)  | 475,773              | 178,357          | Cert.<br>67.4%           | Instr.<br>83.9%         |
| Cash flows from operating activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  | 2,213,386                | 313,336                 |
| Depreciation/Amortization            | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Public Funding Receivables           | 1,302,973 | -         | -         | 138,227   | -         | -         | (4,788)   | -         | -         | -         | -         | -         | (756,655)            | 679,757          |                          |                         |
| Grants and Contributions Rec.        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Due To/From Related Parties          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Prepaid Expenses                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Other Assets                         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Accounts Payable                     | (561,995) | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | 280,882              | (281,113)        |                          | Pupil:Teacher Ratio     |
| Accrued Expenses                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          | 20.49                   |
| Other Liabilities                    | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Deferred Revenue                     | -         | -         | -         | (52,403)  | -         | -         | (52,403)  | -         | -         | (52,403)  | -         | -         | (366,819)            | (524,027)        |                          |                         |
| Cash flows from investing activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| Purchases of Prop. And Equip.        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Notes Receivable                     | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Cash flows from financing activities |           |           |           |           |           |           |           |           |           |           |           |           |                      |                  |                          |                         |
| Proceeds from Factoring              | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Payments on Factoring                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Proceeds(Payments) on Debt           | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -                    | -                |                          |                         |
| Total Change in Cash                 | 195,488   | (220,552) | 27,670    | 141,921   | 1,887     | 94,706    | 1,155     | (20,076)  | 237,134   | 10,061    | (24,800)  | (24,800)  |                      |                  |                          |                         |
| Cash, Beginning of Month             | 2,236,255 | 2,431,743 | 2,211,191 | 2,238,861 | 2,380,782 | 2,382,670 | 2,477,376 | 2,478,531 | 2,458,454 | 2,695,588 | 2,705,649 | 2,680,848 |                      |                  |                          |                         |
| Cash, End of Month                   | 2,431,743 | 2,211,191 | 2,238,861 | 2,380,782 | 2,382,670 | 2,477,376 | 2,478,531 | 2,458,454 | 2,695,588 | 2,705,649 | 2,680,848 | 2,656,048 |                      |                  |                          |                         |



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 560.02

### Revenues

#### State Aid - Revenue Limit

|                                   | Jul-25 | Aug-25  | Sep-25  | Oct-25  | Nov-25  | Dec-25  | Jan-26  | Feb-26  | Mar-26  | Apr-26  | May-26  | Jun-26  | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|-----------------------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------------------|--------------------|------------------------|-------------------------|
| 8011 LCFF State Aid               | -      | 181,121 | 181,121 | 326,017 | 326,017 | 326,017 | 326,017 | 326,017 | 326,017 | 326,017 | 326,017 | 326,017 | 326,017              | 3,622,413          | 3,399,520              | 222,893                 |
| 8012 Education Protection Account | -      | -       | -       | 28,001  | -       | -       | 28,001  | -       | -       | 28,001  | -       | -       | 28,001               | 112,004            | 112,004                | -                       |
| 8096 In Lieu of Property Taxes    | -      | 211,113 | 422,226 | 281,484 | 281,484 | 281,484 | 281,484 | 281,484 | 492,597 | 246,299 | 246,299 | 246,299 | 246,299              | 3,518,552          | 3,518,552              | -                       |
|                                   | -      | 392,234 | 603,347 | 635,502 | 607,501 | 607,501 | 635,502 | 607,501 | 818,614 | 600,317 | 572,316 | 572,316 | 600,317              | 7,252,969          | 7,030,076              | 222,893                 |

#### Federal Revenue

|   |   |       |        |       |       |        |       |       |        |       |       |       |        |         |         |   |
|---|---|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|-------|--------|---------|---------|---|
| 8181 Special Education - Entitlement    | - | 3,640 | 3,640  | 6,552 | 6,552 | 6,552  | 6,552 | 6,552 | 6,552  | 6,552 | 6,552 | 6,552 | 6,552  | 72,803  | 72,803  | - |
| 8290 Title I, Part A - Basic Low Income | - | -     | 11,481 | -     | -     | 11,481 | -     | -     | 11,481 | -     | -     | -     | 11,481 | 45,923  | 45,923  | - |
| 8291 Title II, Part A - Teacher Quality | - | -     | 2,441  | -     | -     | 2,441  | -     | -     | 2,441  | -     | -     | -     | 2,441  | 9,763   | 9,763   | - |
|   | - | 3,640 | 17,562 | 6,552 | 6,552 | 20,474 | 6,552 | 6,552 | 20,474 | 6,552 | 6,552 | 6,552 | 20,474 | 128,489 | 128,489 | - |

#### Other State Revenue

|                              |   |        |        |        |         |        |        |        |        |         |        |        |         |         |         |          |
|------------------------------|---|--------|--------|--------|---------|--------|--------|--------|--------|---------|--------|--------|---------|---------|---------|----------|
| 8311 State Special Education | - | 25,103 | 25,103 | 45,185 | 45,185  | 45,185 | 45,185 | 45,185 | 45,185 | 45,185  | 45,185 | 45,185 | 45,185  | 502,053 | 502,053 | -        |
| 8550 Mandated Cost           | - | -      | -      | -      | -       | 20,597 | -      | -      | -      | -       | -      | -      | -       | 20,597  | 20,752  | (155)    |
| 8560 State Lottery           | - | -      | -      | -      | -       | -      | 34,861 | -      | -      | 34,861  | -      | -      | 69,723  | 139,445 | 139,445 | -        |
| 8599 Other State Revenue     | - | -      | -      | -      | 138,621 | -      | -      | -      | -      | 53,316  | -      | -      | 21,326  | 213,263 | 237,612 | (24,349) |
|                              | - | 25,103 | 25,103 | 45,185 | 183,806 | 65,782 | 80,046 | 45,185 | 45,185 | 133,362 | 45,185 | 45,185 | 136,234 | 875,359 | 899,863 | (24,503) |

#### Other Local Revenue

|                       |     |     |     |     |     |     |     |     |     |     |     |     |   |        |        |   |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--------|--------|---|
| 8660 Interest Revenue | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | - | 10,286 | 10,286 | - |
|                       | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | - | 10,286 | 10,286 | - |

### Total Revenue

|  |     |         |         |         |         |         |         |         |         |         |         |         |         |           |           |         |
|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|
|  | 857 | 421,834 | 646,868 | 688,097 | 798,717 | 694,614 | 722,958 | 660,096 | 885,130 | 741,088 | 624,910 | 624,910 | 757,024 | 8,267,103 | 8,068,713 | 198,390 |
|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|

### Expenses

#### Certificated Salaries

|                                    |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 1100 Teachers' Salaries            | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | 201,066 | - | 2,412,792 | 2,365,482 | (47,310) |
| 1175 Teachers' Extra Duty/Stipends | -       | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | 65,146  | - | 716,608   | 702,557   | (14,051) |
| 1200 Pupil Support Salaries        | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | 21,717  | - | 260,604   | 255,494   | (5,110)  |
| 1300 Administrators' Salaries      | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | 27,750  | - | 333,004   | 326,475   | (6,529)  |
|                                    | 250,533 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | 315,679 | - | 3,723,007 | 3,650,007 | (73,000) |

#### Classified Salaries

|  |       |       |       |       |       |       |       |       |       |       |       |       |        |        |        |         |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|---------|
| 2100 Instructional Salaries              | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 1,238 | 2,971  | 17,825 | 17,476 | (350)   |
| 2300 Classified Administrators' Salaries | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 3,566 | 8,559  | 51,356 | 50,349 | (1,007) |
| 2400 Clerical and Office Staff Salaries  | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 1,103 | 2,646  | 15,879 | 15,567 | (311)   |
|  | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 5,907 | 14,177 | 85,060 | 83,392 | (1,668) |

#### Benefits

|                            |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 3101 STRS                  | 47,852  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | 60,295  | - | 711,094   | 697,151   | (13,943) |
| 3301 OASDI                 | 366     | 366     | 366     | 366     | 366     | 366     | 366     | 366     | 366     | 366     | 366     | 366     | - | 4,395     | 3,591     | (804)    |
| 3311 Medicare              | 3,718   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | 4,663   | - | 55,011    | 53,732    | (1,279)  |
| 3401 Health and Welfare    | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | 35,474  | - | 425,686   | 417,340   | (8,347)  |
| 3501 State Unemployment    | 10,389  | 10,389  | 10,389  | 10,389  | 10,389  | 10,389  | 51,947  | 41,557  | 20,779  | 10,389  | 10,389  | 10,389  | - | 207,787   | 204,261   | (3,526)  |
| 3601 Workers' Compensation | 3,590   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | 4,502   | - | 53,114    | 51,879    | (1,235)  |
| 3901 Other Benefits        | 2,050   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | 2,571   | - | 30,334    | 29,628    | (705)    |
|                            | 103,440 | 118,261 | 118,261 | 118,261 | 118,261 | 118,261 | 159,818 | 149,429 | 128,650 | 118,261 | 118,261 | 118,261 | - | 1,487,422 | 1,457,582 | (29,840) |

#### Books and Supplies

|                                       |        |        |        |        |        |        |        |        |        |        |        |        |         |           |           |          |
|---------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|-----------|-----------|----------|
| 4100 Textbooks and Core Curricula Mat | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | 5,236  | -       | 62,832    | 61,600    | (1,232)  |
| 4200 Books and Other Reference Mater  | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | 35,496 | -       | 425,952   | 417,600   | (8,352)  |
| 4302 School Supplies                  | -      | 581    | 924    | 110    | 367    | -      | -      | 195    | 190    | 273    | 273    | 273    | 37,105  | 40,290    | 39,500    | (790)    |
| 4305 Software                         | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | 42,407 | -       | 508,878   | 498,900   | (9,978)  |
| 4310 Office Expense                   | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | -       | 14,484    | 14,200    | (284)    |
| 4311 Business Meals                   | 357    | 357    | 357    | 357    | 357    | 357    | 357    | 357    | 357    | 357    | 357    | 357    | -       | 4,284     | 4,200     | (84)     |
| 4400 Noncapitalized Equipment         | -      | 2,573  | 4,096  | 487    | 1,625  | -      | -      | 864    | 840    | 1,209  | 1,209  | 1,209  | 164,389 | 178,500   | 175,000   | (3,500)  |
|                                       | 84,703 | 87,856 | 89,723 | 85,300 | 86,694 | 84,703 | 84,703 | 85,761 | 85,732 | 86,184 | 86,184 | 86,184 | 201,494 | 1,235,220 | 1,211,000 | (24,220) |

# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 560.02

### Subagreement Services

|                                    |        |        |        |        |        |        |        |        |        |        |        |        |        |         |         |          |
|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|----------|
| 5102 Special Education             | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | 39,449 | -      | 473,382 | 464,100 | (9,282)  |
| 5103 Substitute Teacher            | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | 1,054  | -      | 12,648  | 12,400  | (248)    |
| 5106 Other Educational Consultants | -      | 1,016  | 1,617  | 192    | 641    | -      | -      | 341    | 332    | 477    | 477    | 477    | 64,910 | 70,482  | 69,100  | (1,382)  |
| 5107 Instructional Services        | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | 2,236  | -      | 26,826  | 26,300  | (526)    |
|                                    | 42,738 | 43,754 | 44,355 | 42,930 | 43,379 | 42,738 | 42,738 | 43,079 | 43,070 | 43,215 | 43,215 | 43,215 | 64,910 | 583,338 | 571,900 | (11,438) |

### Operations and Housekeeping

|                           |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |       |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|-------|
| 5201 Auto and Travel      | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | 34    | - | 408    | 400    | (8)   |
| 5300 Dues & Memberships   | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | - | 14,688 | 14,400 | (288) |
| 5400 Insurance            | 901   | 901   | 901   | 901   | 901   | 901   | 901   | 901   | 901   | 901   | 901   | 901   | - | 10,812 | 10,600 | (212) |
| 5501 Utilities            | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | 51    | - | 612    | 600    | (12)  |
| 5502 Janitorial Services  | 119   | 119   | 119   | 119   | 119   | 119   | 119   | 119   | 119   | 119   | 119   | 119   | - | 1,428  | 1,400  | (28)  |
| 5900 Communications       | 145   | 145   | 145   | 145   | 145   | 145   | 145   | 145   | 145   | 145   | 145   | 145   | - | 1,734  | 1,700  | (34)  |
| 5901 Postage and Shipping | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | - | 16,218 | 15,900 | (318) |
|                           | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | 3,825 | - | 45,900 | 45,000 | (900) |

### Facilities, Repairs and Other Leases

|                              |       |       |       |       |       |       |       |       |       |       |       |       |   |        |        |       |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|--------|--------|-------|
| 5601 Rent                    | 893   | 893   | 893   | 893   | 893   | 893   | 893   | 893   | 893   | 893   | 893   | 893   | - | 10,710 | 10,500 | (210) |
| 5602 Additional Rent         | 162   | 162   | 162   | 162   | 162   | 162   | 162   | 162   | 162   | 162   | 162   | 162   | - | 1,938  | 1,900  | (38)  |
| 5603 Equipment Leases        | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | - | 306    | 300    | (6)   |
| 5604 Other Leases            | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | 43    | - | 510    | 500    | (10)  |
| 5610 Repairs and Maintenance | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | 26    | - | 306    | 300    | (6)   |
|                              | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | - | 13,770 | 13,500 | (270) |

### Professional/Consulting Services

|                                   |        |        |        |        |        |        |        |        |        |        |        |        |       |         |         |          |
|-----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|---------|---------|----------|
| 5801 IT                           | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | 19,108 | -     | 229,296 | 224,800 | (4,496)  |
| 5802 Audit & Taxes                | -      | -      | -      | 7,616  | 7,616  | 7,616  | -      | -      | -      | -      | -      | -      | -     | 22,848  | 22,400  | (448)    |
| 5803 Legal                        | 850    | 850    | 850    | 850    | 850    | 850    | 850    | 850    | 850    | 850    | 850    | 850    | -     | 10,200  | 10,000  | (200)    |
| 5804 Professional Development     | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | -     | 78,336  | 76,800  | (1,536)  |
| 5805 General Consulting           | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | 16,439 | -     | 197,268 | 193,400 | (3,868)  |
| 5807 Bank Charges                 | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | 9      | -     | 102     | 100     | (2)      |
| 5808 Printing                     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | 17     | -     | 204     | 200     | (4)      |
| 5809 Other taxes and fees         | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | 1,853  | -     | 22,236  | 21,800  | (436)    |
| 5811 Management Fee               | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | 13,717 | -     | 164,602 | 161,374 | (3,227)  |
| 5812 District Oversight Fee       | -      | 3,922  | 6,033  | 6,355  | 6,075  | 6,075  | 6,355  | 6,075  | 8,186  | 6,003  | 5,723  | 5,723  | 6,003 | 72,530  | 70,301  | (2,229)  |
| 5815 Public Relations/Recruitment | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | 6,528  | -     | 78,336  | 76,800  | (1,536)  |
|                                   | 65,048 | 68,971 | 71,082 | 79,019 | 78,739 | 78,739 | 71,403 | 71,123 | 73,234 | 71,051 | 70,771 | 70,771 | 6,003 | 875,957 | 857,975 | (17,982) |

### Depreciation

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

### Interest

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

### Total Expenses

|         |         |         |         |         |         |         |         |         |         |         |         |         |         |           |           |           |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|-----------|
| 557,342 | 645,400 | 649,979 | 652,069 | 653,632 | 650,999 | 685,221 | 675,951 | 657,245 | 645,271 | 644,991 | 644,991 | 644,991 | 286,584 | 8,049,675 | 7,890,356 | (159,318) |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|-----------|

### Monthly Surplus (Deficit)

|           |           |         |        |         |        |        |          |         |        |          |          |          |         |         |         |        |
|-----------|-----------|---------|--------|---------|--------|--------|----------|---------|--------|----------|----------|----------|---------|---------|---------|--------|
| (556,485) | (223,566) | (3,111) | 36,028 | 145,084 | 43,615 | 37,737 | (15,856) | 227,885 | 95,818 | (20,080) | (20,080) | (20,080) | 470,440 | 217,429 | 178,357 | 39,071 |
|-----------|-----------|---------|--------|---------|--------|--------|----------|---------|--------|----------|----------|----------|---------|---------|---------|--------|

## Monterey Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 560.02

#### Cash Flow Adjustments

|                                      | Jul-25           | Aug-25           | Sep-25           | Oct-25           | Nov-25           | Dec-25           | Jan-26           | Feb-26           | Mar-26           | Apr-26           | May-26           | Jun-26           | Year-End<br>Accruals | Annual<br>Forecast |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|
| Monthly Surplus (Deficit)            | (556,485)        | (223,566)        | (3,111)          | 36,028           | 145,084          | 43,615           | 37,737           | (15,856)         | 227,885          | 95,818           | (20,080)         | (20,080)         | 470,440              | 217,429            |
| Cash flows from operating activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |
| Depreciation/Amortization            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Public Funding Receivables           | 580,271          | -                | 54,923           | -                | -                | 69,724           | 51,738           | -                | -                | -                | -                | -                | (757,024)            | (369)              |
| Grants and Contributions Rec.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Due To/From Related Parties          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Prepaid Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Other Assets                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Accounts Payable                     | (280,882)        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 286,584              | 5,702              |
| Accrued Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Other Liabilities                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Deferred Revenue                     | -                | -                | -                | (46,316)         | -                | -                | (46,316)         | -                | -                | (46,316)         | -                | -                | (324,209)            | (463,155)          |
| Cash flows from investing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |
| Purchases of Prop. And Equip.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Notes Receivable                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Cash flows from financing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |
| Proceeds from Factoring              | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Payments on Factoring                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| Proceeds(Payments) on Debt           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |
| <b>Total Change in Cash</b>          | <b>(257,096)</b> | <b>(223,566)</b> | <b>51,812</b>    | <b>(10,288)</b>  | <b>145,084</b>   | <b>113,339</b>   | <b>43,160</b>    | <b>(15,856)</b>  | <b>227,885</b>   | <b>49,502</b>    | <b>(20,080)</b>  | <b>(20,080)</b>  |                      |                    |
| <b>Cash, Beginning of Month</b>      | <b>2,656,048</b> | <b>2,398,952</b> | <b>2,175,385</b> | <b>2,227,197</b> | <b>2,216,909</b> | <b>2,361,994</b> | <b>2,475,333</b> | <b>2,518,492</b> | <b>2,502,637</b> | <b>2,730,522</b> | <b>2,780,024</b> | <b>2,759,943</b> |                      |                    |
| <b>Cash, End of Month</b>            | <b>2,398,952</b> | <b>2,175,385</b> | <b>2,227,197</b> | <b>2,216,909</b> | <b>2,361,994</b> | <b>2,475,333</b> | <b>2,518,492</b> | <b>2,502,637</b> | <b>2,730,522</b> | <b>2,780,024</b> | <b>2,759,943</b> | <b>2,739,863</b> |                      |                    |

# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 560.02

### Revenues

#### State Aid - Revenue Limit

|      |                              |   |         |         |         |         |         |         |         |         |         |         |         |           |           |         |
|------|------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|
| 8011 | LCFF State Aid               | - | 192,292 | 192,292 | 346,125 | 346,125 | 346,125 | 346,125 | 346,125 | 346,125 | 346,125 | 346,125 | 346,125 | 3,845,833 | 3,622,413 | 223,420 |
| 8012 | Education Protection Account | - | -       | -       | 28,001  | -       | 28,001  | -       | -       | 28,001  | -       | -       | 28,001  | 112,004   | 112,004   | -       |
| 8096 | In Lieu of Property Taxes    | - | 211,113 | 422,226 | 281,484 | 281,484 | 281,484 | 281,484 | 492,597 | 246,299 | 246,299 | 246,299 | 246,299 | 3,518,552 | 3,518,552 | -       |
|      |                              | - | 403,405 | 614,518 | 655,610 | 627,609 | 627,609 | 655,610 | 627,609 | 838,722 | 620,425 | 592,424 | 592,424 | 7,476,389 | 7,252,969 | 223,420 |

#### Federal Revenue

|      |                                    |   |       |        |       |       |        |       |       |        |       |       |       |         |         |   |
|------|------------------------------------|---|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|-------|---------|---------|---|
| 8181 | Special Education - Entitlement    | - | 3,640 | 3,640  | 6,552 | 6,552 | 6,552  | 6,552 | 6,552 | 6,552  | 6,552 | 6,552 | 6,552 | 72,803  | 72,803  | - |
| 8290 | Title I, Part A - Basic Low Income | - | -     | 11,481 | -     | -     | 11,481 | -     | -     | 11,481 | -     | -     | -     | 45,923  | 45,923  | - |
| 8291 | Title II, Part A - Teacher Quality | - | -     | 2,441  | -     | -     | 2,441  | -     | -     | 2,441  | -     | -     | -     | 9,763   | 9,763   | - |
|      |                                    | - | 3,640 | 17,562 | 6,552 | 6,552 | 20,474 | 6,552 | 6,552 | 20,474 | 6,552 | 6,552 | 6,552 | 128,489 | 128,489 | - |

#### Other State Revenue

|      |                         |   |        |        |        |         |        |        |        |        |         |        |        |         |         |          |
|------|-------------------------|---|--------|--------|--------|---------|--------|--------|--------|--------|---------|--------|--------|---------|---------|----------|
| 8311 | State Special Education | - | 25,103 | 25,103 | 45,185 | 45,185  | 45,185 | 45,185 | 45,185 | 45,185 | 45,185  | 45,185 | 45,185 | 502,053 | 502,053 | -        |
| 8550 | Mandated Cost           | - | -      | -      | -      | -       | 20,597 | -      | -      | -      | -       | -      | -      | 20,748  | 20,597  | 151      |
| 8560 | State Lottery           | - | -      | -      | -      | -       | -      | -      | -      | 34,861 | -       | -      | -      | 139,445 | 139,445 | -        |
| 8599 | Other State Revenue     | - | -      | -      | -      | 108,661 | -      | -      | -      | 41,793 | -       | -      | -      | 167,171 | 213,263 | (46,093) |
|      |                         | - | 25,103 | 25,103 | 45,185 | 153,846 | 65,782 | 80,046 | 45,185 | 45,185 | 121,839 | 45,185 | 45,185 | 829,418 | 875,359 | (45,942) |

#### Other Local Revenue

|      |                  |     |     |     |     |     |     |     |     |     |     |     |     |        |        |   |
|------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|--------|---|
| 8660 | Interest Revenue | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 10,286 | 10,286 | - |
|      |                  | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 857 | 10,286 | 10,286 | - |

### Total Revenue

|  |  |     |         |         |         |         |         |         |         |         |         |         |         |         |           |           |         |
|--|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|
|  |  | 857 | 433,005 | 658,039 | 708,204 | 788,864 | 714,722 | 743,066 | 680,203 | 905,238 | 749,673 | 645,018 | 645,018 | 772,674 | 8,444,581 | 8,267,103 | 177,478 |
|--|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|---------|

### Expenses

#### Certificated Salaries

|      |                               |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|------|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 1100 | Teachers' Salaries            | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | 205,087 | - | 2,461,048 | 2,412,792 | (48,256) |
| 1175 | Teachers' Extra Duty/Stipends | -       | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | 66,449  | - | 730,940   | 716,608   | (14,332) |
| 1200 | Pupil Support Salaries        | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | 22,151  | - | 265,816   | 260,604   | (5,212)  |
| 1300 | Administrators' Salaries      | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | 28,305  | - | 339,664   | 333,004   | (6,660)  |
|      |                               | 255,544 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | 321,993 | - | 3,797,467 | 3,723,007 | (74,460) |

#### Classified Salaries

|      |                                     |       |       |       |       |       |       |       |       |       |       |       |       |        |        |        |         |
|------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|---------|
| 2100 | Instructional Salaries              | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 1,263 | 3,030  | 18,182 | 17,825 | (357)   |
| 2300 | Classified Administrators' Salaries | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 3,638 | 8,731  | 52,383 | 51,356 | (1,027) |
| 2400 | Clerical and Office Staff Salaries  | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 1,125 | 2,699  | 16,196 | 15,879 | (318)   |
|      |                                     | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 6,025 | 14,460 | 86,761 | 85,060 | (1,701) |

#### Benefits

|      |                       |         |         |         |         |         |         |         |         |         |         |         |         |   |           |           |          |
|------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|-----------|-----------|----------|
| 3101 | STRS                  | 48,809  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | 61,501  | - | 725,316   | 711,094   | (14,222) |
| 3301 | OASDI                 | 374     | 374     | 374     | 374     | 374     | 374     | 374     | 374     | 374     | 374     | 374     | 374     | - | 4,483     | 4,395     | (88)     |
| 3311 | Medicare              | 3,793   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | 4,756   | - | 56,112    | 55,011    | (1,100)  |
| 3401 | Health and Welfare    | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | 36,183  | - | 434,200   | 425,686   | (8,514)  |
| 3501 | State Unemployment    | 10,568  | 10,568  | 10,568  | 10,568  | 10,568  | 10,568  | 52,839  | 42,272  | 21,136  | 10,568  | 10,568  | 10,568  | - | 211,358   | 207,787   | (3,571)  |
| 3601 | Workers' Compensation | 3,662   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | 4,592   | - | 54,177    | 53,114    | (1,062)  |
| 3901 | Other Benefits        | 2,091   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | 2,623   | - | 30,940    | 30,334    | (607)    |
|      |                       | 105,480 | 120,597 | 120,597 | 120,597 | 120,597 | 120,597 | 162,868 | 152,300 | 131,164 | 120,597 | 120,597 | 120,597 | - | 1,516,585 | 1,487,422 | (29,163) |

#### Books and Supplies

|      |                                  |        |        |        |        |        |        |        |        |        |        |        |        |         |           |           |          |
|------|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|-----------|-----------|----------|
| 4100 | Textbooks and Core Curricula Mat | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | 5,341  | -       | 64,089    | 62,832    | (1,257)  |
| 4200 | Books and Other Reference Mater  | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | 36,206 | -       | 434,471   | 425,952   | (8,519)  |
| 4302 | School Supplies                  | -      | 592    | 943    | 112    | 374    | -      | -      | 199    | 193    | 278    | 278    | 278    | 37,847  | 41,096    | 40,290    | (806)    |
| 4305 | Software                         | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | 43,255 | -       | 519,056   | 508,878   | (10,178) |
| 4310 | Office Expense                   | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | 1,231  | -       | 14,774    | 14,484    | (290)    |
| 4311 | Business Meals                   | 364    | 364    | 364    | 364    | 364    | 364    | 364    | 364    | 364    | 364    | 364    | 364    | -       | 4,370     | 4,284     | (86)     |
| 4400 | Noncapitalized Equipment         | -      | 2,624  | 4,178  | 497    | 1,657  | -      | -      | 881    | 857    | 1,233  | 1,233  | 1,233  | 167,677 | 182,070   | 178,500   | (3,570)  |
|      |                                  | 86,397 | 89,613 | 91,517 | 87,006 | 88,428 | 86,397 | 87,476 | 87,447 | 87,908 | 87,908 | 87,908 | 87,908 | 205,524 | 1,259,924 | 1,235,220 | (24,704) |

**Monterey Bay FY24-25 Budget****Monthly Cash Flow/Forecast FY26-27**

Revised 5/29/24

ADA = 560.02



|   | Jul-26    | Aug-26    | Sep-26  | Oct-26  | Nov-26  | Dec-26  | Jan-27  | Feb-27  | Mar-27  | Apr-27  | May-27   | Jun-27   | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|-----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |           |           |         |         |         |         |         |         |         |         |          |          |                      |                    |                        |                         |
| 5102 Special Education                      | 40,237    | 40,237    | 40,237  | 40,237  | 40,237  | 40,237  | 40,237  | 40,237  | 40,237  | 40,237  | 40,237   | 40,237   | -                    | 482,850            | 473,382                | (9,468)                 |
| 5103 Substitute Teacher                     | 1,075     | 1,075     | 1,075   | 1,075   | 1,075   | 1,075   | 1,075   | 1,075   | 1,075   | 1,075   | 1,075    | 1,075    | -                    | 12,901             | 12,648                 | (253)                   |
| 5106 Other Educational Consultants          | -         | 1,036     | 1,650   | 196     | 654     | -       | -       | 348     | 338     | 487     | 487      | 487      | 66,208               | 71,892             | 70,482                 | (1,410)                 |
| 5107 Instructional Services                 | 2,280     | 2,280     | 2,280   | 2,280   | 2,280   | 2,280   | 2,280   | 2,280   | 2,280   | 2,280   | 2,280    | 2,280    | -                    | 27,363             | 26,826                 | (537)                   |
|   | 43,593    | 44,629    | 45,242  | 43,789  | 44,247  | 43,593  | 43,593  | 43,941  | 43,931  | 44,080  | 44,080   | 44,080   | 66,208               | 595,005            | 583,338                | (11,667)                |
| <b>Operations and Housekeeping</b>          |           |           |         |         |         |         |         |         |         |         |          |          |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 35        | 35        | 35      | 35      | 35      | 35      | 35      | 35      | 35      | 35      | 35       | 35       | -                    | 416                | 408                    | (8)                     |
| 5300 Dues & Memberships                     | 1,248     | 1,248     | 1,248   | 1,248   | 1,248   | 1,248   | 1,248   | 1,248   | 1,248   | 1,248   | 1,248    | 1,248    | -                    | 14,982             | 14,688                 | (294)                   |
| 5400 Insurance                              | 919       | 919       | 919     | 919     | 919     | 919     | 919     | 919     | 919     | 919     | 919      | 919      | -                    | 11,028             | 10,812                 | (216)                   |
| 5501 Utilities                              | 52        | 52        | 52      | 52      | 52      | 52      | 52      | 52      | 52      | 52      | 52       | 52       | -                    | 624                | 612                    | (12)                    |
| 5502 Janitorial Services                    | 121       | 121       | 121     | 121     | 121     | 121     | 121     | 121     | 121     | 121     | 121      | 121      | -                    | 1,457              | 1,428                  | (29)                    |
| 5900 Communications                         | 147       | 147       | 147     | 147     | 147     | 147     | 147     | 147     | 147     | 147     | 147      | 147      | -                    | 1,769              | 1,734                  | (35)                    |
| 5901 Postage and Shipping                   | 1,379     | 1,379     | 1,379   | 1,379   | 1,379   | 1,379   | 1,379   | 1,379   | 1,379   | 1,379   | 1,379    | 1,379    | -                    | 16,542             | 16,218                 | (324)                   |
|   | 3,902     | 3,902     | 3,902   | 3,902   | 3,902   | 3,902   | 3,902   | 3,902   | 3,902   | 3,902   | 3,902    | 3,902    | -                    | 46,818             | 45,900                 | (918)                   |
| <b>Facilities, Repairs and Other Leases</b> |           |           |         |         |         |         |         |         |         |         |          |          |                      |                    |                        |                         |
| 5601 Rent                                   | 910       | 910       | 910     | 910     | 910     | 910     | 910     | 910     | 910     | 910     | 910      | 910      | -                    | 10,924             | 10,710                 | (214)                   |
| 5602 Additional Rent                        | 165       | 165       | 165     | 165     | 165     | 165     | 165     | 165     | 165     | 165     | 165      | 165      | -                    | 1,977              | 1,938                  | (39)                    |
| 5603 Equipment Leases                       | 26        | 26        | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26       | 26       | -                    | 312                | 306                    | (6)                     |
| 5604 Other Leases                           | 43        | 43        | 43      | 43      | 43      | 43      | 43      | 43      | 43      | 43      | 43       | 43       | -                    | 520                | 510                    | (10)                    |
| 5610 Repairs and Maintenance                | 26        | 26        | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26      | 26       | 26       | -                    | 312                | 306                    | (6)                     |
|   | 1,170     | 1,170     | 1,170   | 1,170   | 1,170   | 1,170   | 1,170   | 1,170   | 1,170   | 1,170   | 1,170    | 1,170    | -                    | 14,045             | 13,770                 | (275)                   |
| <b>Professional/Consulting Services</b>     |           |           |         |         |         |         |         |         |         |         |          |          |                      |                    |                        |                         |
| 5801 IT                                     | 19,490    | 19,490    | 19,490  | 19,490  | 19,490  | 19,490  | 19,490  | 19,490  | 19,490  | 19,490  | 19,490   | 19,490   | -                    | 233,882            | 229,296                | (4,586)                 |
| 5802 Audit & Taxes                          | -         | -         | -       | 7,768   | 7,768   | 7,768   | -       | -       | -       | -       | -        | -        | -                    | 23,305             | 22,848                 | (457)                   |
| 5803 Legal                                  | 867       | 867       | 867     | 867     | 867     | 867     | 867     | 867     | 867     | 867     | 867      | 867      | -                    | 10,404             | 10,200                 | (204)                   |
| 5804 Professional Development               | 6,659     | 6,659     | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659    | 6,659    | -                    | 79,903             | 78,336                 | (1,567)                 |
| 5805 General Consulting                     | 16,768    | 16,768    | 16,768  | 16,768  | 16,768  | 16,768  | 16,768  | 16,768  | 16,768  | 16,768  | 16,768   | 16,768   | -                    | 201,213            | 197,268                | (3,945)                 |
| 5807 Bank Charges                           | 9         | 9         | 9       | 9       | 9       | 9       | 9       | 9       | 9       | 9       | 9        | 9        | -                    | 104                | 102                    | (2)                     |
| 5808 Printing                               | 17        | 17        | 17      | 17      | 17      | 17      | 17      | 17      | 17      | 17      | 17       | 17       | -                    | 208                | 204                    | (4)                     |
| 5809 Other taxes and fees                   | 1,890     | 1,890     | 1,890   | 1,890   | 1,890   | 1,890   | 1,890   | 1,890   | 1,890   | 1,890   | 1,890    | 1,890    | -                    | 22,681             | 22,236                 | (445)                   |
| 5811 Management Fee                         | 13,991    | 13,991    | 13,991  | 13,991  | 13,991  | 13,991  | 13,991  | 13,991  | 13,991  | 13,991  | 13,991   | 13,991   | -                    | 167,894            | 164,602                | (3,292)                 |
| 5812 District Oversight Fee                 | -         | 4,034     | 6,145   | 6,556   | 6,276   | 6,276   | 6,556   | 6,276   | 8,387   | 6,204   | 5,924    | 5,924    | 6,204                | 74,764             | 72,530                 | (2,234)                 |
| 5815 Public Relations/Recruitment           | 6,659     | 6,659     | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659   | 6,659    | 6,659    | -                    | 79,903             | 78,336                 | (1,567)                 |
|   | 66,349    | 70,383    | 72,494  | 80,674  | 80,394  | 80,394  | 72,905  | 72,625  | 74,737  | 72,554  | 72,274   | 72,274   | 6,204                | 894,260            | 875,957                | (18,303)                |
| <b>Depreciation</b>                         | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -        | -        | -                    | -                  | -                      | -                       |
| <b>Interest</b>                             | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -        | -        | -                    | -                  | -                      | -                       |
|   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -        | -        | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | 568,459   | 658,312   | 662,941 | 665,155 | 666,755 | 664,070 | 698,853 | 689,433 | 670,369 | 658,228 | 657,948  | 657,948  | 292,397              | 8,210,867          | 8,049,675              | (161,192)               |
| <b>Monthly Surplus (Deficit)</b>            | (567,602) | (225,308) | (4,901) | 43,049  | 122,109 | 50,653  | 44,213  | (9,229) | 234,869 | 91,445  | (12,930) | (12,930) | 480,277              | 233,715            | 217,429                | 16,286                  |

## Monterey Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 560.02

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

|                                      | Jul-26           | Aug-26           | Sep-26           | Oct-26           | Nov-26           | Dec-26           | Jan-27           | Feb-27           | Mar-27           | Apr-27           | May-27           | Jun-27           | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|------------------------|-------------------------|
| Monthly Surplus (Deficit)            | (567,602)        | (225,308)        | (4,901)          | 43,049           | 122,109          | 50,653           | 44,213           | (9,229)          | 234,869          | 91,445           | (12,930)         | (12,930)         | 480,277              | 233,715            |                        |                         |
| Cash flows from operating activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Depreciation/Amortization            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Public Funding Receivables           | 600,317          | -                | 69,723           | -                | -                | -                | 86,985           | -                | -                | -                | -                | -                | (772,674)            | (15,649)           | -                      | -                       |
| Grants and Contributions Rec.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Due To/From Related Parties          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Prepaid Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Other Assets                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Accounts Payable                     | (286,584)        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 292,397              | 5,813              | -                      | -                       |
| Accrued Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Other Liabilities                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Deferred Revenue                     | -                | -                | -                | (34,792)         | -                | -                | (34,792)         | -                | -                | (34,792)         | -                | -                | (243,547)            | (347,924)          | -                      | -                       |
| Cash flows from investing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Notes Receivable                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Cash flows from financing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Proceeds from Factoring              | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Payments on Factoring                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Proceeds(Payments) on Debt           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  | -                      | -                       |
| Total Change in Cash                 | (253,870)        | (225,308)        | 64,821           | 8,257            | 122,109          | 50,653           | 96,405           | (9,229)          | 234,869          | 56,653           | (12,930)         | (12,930)         |                      |                    |                        |                         |
| Cash, Beginning of Month             | 2,739,863        | 2,485,993        | 2,260,686        | 2,325,507        | 2,333,764        | 2,455,873        | 2,506,526        | 2,602,931        | 2,593,702        | 2,828,571        | 2,885,223        | 2,872,294        |                      |                    |                        |                         |
| Cash, End of Month                   | <u>2,485,993</u> | <u>2,260,686</u> | <u>2,325,507</u> | <u>2,333,764</u> | <u>2,455,873</u> | <u>2,506,526</u> | <u>2,602,931</u> | <u>2,593,702</u> | <u>2,828,571</u> | <u>2,885,223</u> | <u>2,872,294</u> | <u>2,859,364</u> |                      |                    |                        |                         |

**Central Coast FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|  | 2024-25             | 2025-26             | 2026-27             |
|--|---------------------|---------------------|---------------------|
|  | Budget              | Forecast            | Forecast            |
| <b>Assumptions</b>                       |                     |                     |                     |
| LCFF COLA                                | 1.07%               | 2.93%               | 3.08%               |
| Non-LCFF Revenue COLA                    | n/a                 | 0.00%               | 0.00%               |
| Expense COLA                             | 2.00%               | 2.00%               | 2.00%               |
| Enrollment                               | 140                 | 140                 | 140                 |
| Average Daily Attendance                 | 137.47              | 137.47              | 137.47              |
| <b>Revenues</b>                          |                     |                     |                     |
| <b>State Aid - Revenue Limit</b>         |                     |                     |                     |
| 8011 LCFF State Aid                      | \$ 876,343          | \$ 933,636          | \$ 989,236          |
| 8012 Education Protection Account        | 27,493              | 27,493              | 27,493              |
| 8019 State Aid - Prior Year              | -                   | -                   | -                   |
| 8096 In Lieu of Property Taxes           | 843,821             | 843,821             | 843,821             |
|  | 1,747,657           | 1,804,950           | 1,860,550           |
| <b>Federal Revenue</b>                   |                     |                     |                     |
| 8181 Special Education - Entitlement     | 17,871              | 17,871              | 17,871              |
| 8290 Title I, Part A - Basic Low Income  | 14,751              | 14,751              | 14,751              |
| 8291 Title II, Part A - Teacher Quality  | 2,946               | 2,946               | 2,946               |
| 8296 Other Federal Revenue               | -                   | -                   | -                   |
|  | 35,568              | 35,568              | 35,568              |
| <b>Other State Revenue</b>               |                     |                     |                     |
| 8311 State Special Education             | 123,238             | 123,238             | 123,238             |
| 8550 Mandated Cost                       | 5,019               | 4,981               | 5,020               |
| 8560 State Lottery                       | 34,229              | 34,229              | 34,229              |
| 8598 Prior Year Revenue                  | -                   | -                   | -                   |
| 8599 Other State Revenue                 | 55,649              | 50,115              | 44,795              |
|  | 218,135             | 212,563             | 207,282             |
| <b>Other Local Revenue</b>               |                     |                     |                     |
| 8660 Interest Revenue                    | 10,521              | 10,521              | 10,521              |
|  | 10,521              | 10,521              | 10,521              |
| <b>Total Revenue</b>                     | <b>\$ 2,011,881</b> | <b>\$ 2,063,602</b> | <b>\$ 2,113,921</b> |
| <b>Expenses</b>                          |                     |                     |                     |
| <b>Certificated Salaries</b>             |                     |                     |                     |
| 1100 Teachers' Salaries                  | 600,197             | 612,201             | 624,445             |
| 1175 Teachers' Extra Duty/Stipends       | 178,261             | 181,826             | 185,462             |
| 1200 Pupil Support Salaries              | 64,827              | 66,123              | 67,446              |
| 1300 Administrators' Salaries            | 82,837              | 84,494              | 86,183              |
|  | 926,121             | 944,644             | 963,536             |
| <b>Classified Salaries</b>               |                     |                     |                     |
| 2100 Instructional Salaries              | 4,434               | 4,523               | 4,613               |
| 2200 Support Salaries                    | -                   | -                   | -                   |
| 2300 Classified Administrators' Salaries | 12,775              | 13,031              | 13,291              |
| 2400 Clerical and Office Staff Salaries  | 3,950               | 4,029               | 4,110               |
|  | 21,159              | 21,582              | 22,014              |
| <b>Benefits</b>                          |                     |                     |                     |
| 3101 STRS                                | 176,889             | 180,427             | 184,035             |
| 3301 OASDI                               | 911                 | 1,115               | 1,137               |
| 3311 Medicare                            | 13,633              | 13,958              | 14,237              |
| 3401 Health and Welfare                  | 105,892             | 108,010             | 110,170             |
| 3501 State Unemployment                  | 56,204              | 57,279              | 58,376              |
| 3601 Workers' Compensation               | 13,163              | 13,477              | 13,746              |
| 3901 Other Benefits                      | 7,518               | 7,697               | 7,851               |
|  | 374,211             | 381,962             | 389,553             |
| <b>Books and Supplies</b>                |                     |                     |                     |
| 4100 Textbooks and Core Curricula        | 17,300              | 17,646              | 17,999              |
| 4200 Books and Other Materials           | 93,200              | 95,064              | 96,965              |
| 4302 School Supplies                     | 3,400               | 3,468               | 3,537               |
| 4305 Software                            | 114,900             | 117,198             | 119,542             |
| 4310 Office Expense                      | 4,300               | 4,386               | 4,474               |
| 4311 Business Meals                      | 1,000               | 1,020               | 1,040               |
| 4400 Noncapitalized Equipment            | 25,100              | 25,602              | 26,114              |
|  | 259,200             | 264,384             | 269,672             |

**Central Coast FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|   | 2024-25             | 2025-26             | 2026-27             |
|---|---------------------|---------------------|---------------------|
|   | Budget              | Forecast            | Forecast            |
| <b>Subagreement Services</b>                |                     |                     |                     |
| 5102 Special Education                      | 91,100              | 92,922              | 94,780              |
| 5103 Substitute Teacher                     | 5,800               | 5,916               | 6,034               |
| 5106 Other Educational Consultants          | 16,500              | 16,830              | 17,167              |
| 5107 Instructional Services                 | 3,600               | 3,672               | 3,745               |
|   | <u>117,000</u>      | <u>119,340</u>      | <u>121,727</u>      |
| <b>Operations and Housekeeping</b>          |                     |                     |                     |
| 5201 Auto and Travel                        | 3,100               | 3,162               | 3,225               |
| 5300 Dues & Memberships                     | 4,200               | 4,284               | 4,370               |
| 5400 Insurance                              | 2,500               | 2,550               | 2,601               |
| 5501 Utilities                              | 100                 | 102                 | 104                 |
| 5502 Janitorial Services                    | 300                 | 306                 | 312                 |
| 5900 Communications                         | 400                 | 408                 | 416                 |
| 5901 Postage and Shipping                   | 4,300               | 4,386               | 4,474               |
|   | <u>14,900</u>       | <u>15,198</u>       | <u>15,502</u>       |
| <b>Facilities, Repairs and Other Leases</b> |                     |                     |                     |
| 5601 Rent                                   | 2,000               | 2,040               | 2,081               |
| 5602 Additional Rent                        | 900                 | 918                 | 936                 |
| 5603 Equipment Leases                       | 4,700               | 4,794               | 4,890               |
| 5604 Other Leases                           | 100                 | 102                 | 104                 |
| 5610 Repairs and Maintenance                | 100                 | 102                 | 104                 |
|   | <u>7,800</u>        | <u>7,956</u>        | <u>8,115</u>        |
| <b>Professional/Consulting Services</b>     |                     |                     |                     |
| 5801 IT                                     | 92,700              | 94,554              | 96,445              |
| 5802 Audit & Taxes                          | 4,700               | 4,794               | 4,890               |
| 5803 Legal                                  | 2,300               | 2,346               | 2,393               |
| 5804 Professional Development               | 18,100              | 18,462              | 18,831              |
| 5805 General Consulting                     | 43,400              | 44,268              | 45,153              |
| 5806 Special Activities/Field Trips         | 0                   | 0                   | 0                   |
| 5807 Bank Charges                           | 700                 | 714                 | 728                 |
| 5808 Printing                               | -                   | -                   | -                   |
| 5809 Other taxes and fees                   | 6,100               | 6,222               | 6,346               |
| 5810 Payroll Service Fee                    | -                   | -                   | -                   |
| 5811 Management Fee                         | 48,000              | 48,960              | 49,939              |
| 5812 District Oversight Fee                 | 17,477              | 18,050              | 18,605              |
| 5814 SPED Encroachment                      | -                   | -                   | -                   |
| 5815 Public Relations/Recruitment           | 23,500              | 23,970              | 24,449              |
|   | <u>256,977</u>      | <u>262,340</u>      | <u>267,781</u>      |
| <b>Depreciation</b>                         |                     |                     |                     |
|   | -                   | -                   | -                   |
| <b>Interest</b>                             |                     |                     |                     |
|   | -                   | -                   | -                   |
| <b>Total Expenses</b>                       | <b>\$ 1,977,368</b> | <b>\$ 2,017,406</b> | <b>\$ 2,057,900</b> |
| <b>Surplus (Deficit)</b>                    | <b>\$ 34,514</b>    | <b>\$ 46,196</b>    | <b>\$ 56,021</b>    |
|   | 2%                  | 2%                  | 3%                  |
| Fund Balance, Beginning of Year             | \$ 549,389          | \$ 583,903          | \$ 630,099          |
| <b>Fund Balance, End of Year</b>            | <b>\$ 583,903</b>   | <b>\$ 630,099</b>   | <b>\$ 686,120</b>   |
|   | <b>29.5%</b>        | <b>31.2%</b>        | <b>33.3%</b>        |



**Central Coast FY24-25 Budget****Multi-Year Forecast**

Revised 5/29/24



|                                      | 2024-25             | 2025-26             | 2026-27             |
|--------------------------------------|---------------------|---------------------|---------------------|
|                                      | Budget              | Forecast            | Forecast            |
| <b>Cash Flow Adjustments</b>         |                     |                     |                     |
| Surplus (Deficit)                    | (106,197)           | (95,334)            | (89,047)            |
| Cash Flows From Operating Activities |                     |                     |                     |
| Depreciation/Amortization            | -                   | -                   | -                   |
| Public Funding Receivables           | 482,847             | 187,442             | 189,218             |
| Grants and Contributions Rec.        | -                   | -                   | -                   |
| Due To/From Related Parties          | -                   | -                   | -                   |
| Prepaid Expenses                     | -                   | -                   | -                   |
| Other Assets                         | -                   | -                   | -                   |
| Accounts Payable                     | (160,355)           | (46,731)            | (47,688)            |
| Accrued Expenses                     | -                   | -                   | -                   |
| Deferred Revenue                     | -                   | -                   | -                   |
| Other Liabilities                    | (36,582)            | (32,432)            | (28,441)            |
| Cash Flows From Investing Activities |                     |                     |                     |
| Purchases of Prop. And Equip.        | -                   | -                   | -                   |
| Notes Receivable                     | -                   | -                   | -                   |
| Cash Flows From Financing Activities |                     |                     |                     |
| Proceeds from Factoring              | -                   | -                   | -                   |
| Payments on Factoring                | -                   | -                   | -                   |
| Proceeds(Payments) on Debt           | -                   | -                   | -                   |
| Total Change in Cash                 | 179,712             | 12,945              | 24,042              |
| Cash, Beginning of Year              | 952,273             | 1,131,986           | 1,144,931           |
| <b>Cash, End of Year</b>             | <b>\$ 1,131,986</b> | <b>\$ 1,144,931</b> | <b>\$ 1,168,973</b> |

## Central Coast FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 137.47



|  | Jul-24     | Aug-24         | Sep-24         | Oct-24         | Nov-24         | Dec-24         | Jan-25         | Feb-25         | Mar-25         | Apr-25         | May-25         | Jun-25         | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|------------------|--------------------------|-------------------------|
| <b>Revenues</b>                          |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| <b>State Aid - Revenue Limit</b>         |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  | <b>ADA = 137.47</b>      |                         |
| 8011 LCFF State Aid                      | -          | 43,816         | 43,816         | 78,869         | 78,869         | 78,869         | 78,869         | 78,869         | 78,873         | 78,873         | 78,873         | 78,873         | 78,872               | 876,343          | 876,343                  | -                       |
| 8012 Education Protection Account        | -          | -              | 6,873          | -              | -              | 6,873          | -              | -              | 6,873          | -              | -              | -              | 6,873                | 27,493           | 27,493                   | -                       |
| 8096 In Lieu of Property Taxes           | -          | 50,628         | 101,256        | 67,504         | 67,504         | 67,504         | 67,504         | 67,504         | 118,138        | 59,069         | 59,069         | 59,069         | 59,069               | 843,821          | 843,821                  | -                       |
|  | -          | 94,445         | 151,946        | 146,374        | 146,374        | 153,247        | 146,374        | 146,374        | 203,884        | 137,942        | 137,942        | 137,942        | 144,814              | 1,747,657        | 1,747,657                | -                       |
| <b>Federal Revenue</b>                   |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8181 Special Education - Entitlement     | -          | 894            | 894            | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608                | 17,871           | 17,871                   | -                       |
| 8290 Title I, Part A - Basic Low Income  | -          | -              | 3,688          | -              | -              | 11,063         | -              | -              | -              | -              | -              | -              | -                    | 14,751           | 14,751                   | -                       |
| 8291 Title II, Part A - Teacher Quality  | -          | -              | 737            | -              | -              | 2,210          | -              | -              | -              | -              | -              | -              | -                    | 2,946            | 2,946                    | -                       |
|  | -          | 894            | 5,318          | 1,608          | 1,608          | 14,881         | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608          | 1,608                | 35,568           | 35,568                   | -                       |
| <b>Other State Revenue</b>               |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8311 State Special Education             | -          | 6,162          | 6,162          | 11,091         | 11,091         | 11,091         | 11,091         | 11,091         | 11,092         | 11,092         | 11,092         | 11,092         | 11,092               | 123,238          | 123,238                  | -                       |
| 8550 Mandated Cost                       | -          | -              | -              | -              | -              | 5,019          | -              | -              | -              | -              | -              | -              | -                    | 5,019            | 5,019                    | -                       |
| 8560 State Lottery                       | -          | -              | -              | -              | -              | -              | 8,557          | -              | -              | 8,557          | -              | -              | 17,115               | 34,229           | 34,229                   | -                       |
| 8599 Other State Revenue                 | -          | 344            | 344            | 12,813         | 619            | 619            | 12,813         | 619            | 619            | 12,813         | 619            | 619            | 12,813               | 55,649           | 55,649                   | -                       |
|  | -          | 6,505          | 6,505          | 23,904         | 11,710         | 16,729         | 32,461         | 11,710         | 11,710         | 32,461         | 11,710         | 11,710         | 41,019               | 218,135          | 218,135                  | -                       |
| <b>Other Local Revenue</b>               |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 8660 Interest Revenue                    | 877        | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | -                    | 10,521           | 10,521                   | -                       |
|  | 877        | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | 877            | -                    | 10,521           | 10,521                   | -                       |
| <b>Total Revenue</b>                     | <b>877</b> | <b>102,720</b> | <b>164,646</b> | <b>172,762</b> | <b>160,569</b> | <b>185,734</b> | <b>181,320</b> | <b>160,569</b> | <b>218,080</b> | <b>172,889</b> | <b>152,137</b> | <b>152,137</b> | <b>187,442</b>       | <b>2,011,881</b> | <b>2,011,881</b>         | <b>-</b>                |
| <b>Expenses</b>                          |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| <b>Certificated Salaries</b>             |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 1100 Teachers' Salaries                  | 50,016     | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | 50,016         | -                    | 600,197          | 600,197                  | -                       |
| 1175 Teachers' Extra Duty/Stipends       | -          | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | 16,206         | -                    | 178,261          | 178,261                  | -                       |
| 1200 Pupil Support Salaries              | 5,402      | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | 5,402          | -                    | 64,827           | 64,827                   | -                       |
| 1300 Administrators' Salaries            | 6,903      | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | 6,903          | -                    | 82,837           | 82,837                   | -                       |
|  | 62,322     | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | 78,527         | -                    | 926,121          | 926,121                  | -                       |
| <b>Classified Salaries</b>               |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 2100 Instructional Salaries              | 308        | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 308            | 739                  | 4,434            | 4,434                    | -                       |
| 2300 Classified Administrators' Salaries | 887        | 887            | 887            | 887            | 887            | 887            | 887            | 887            | 887            | 887            | 887            | 887            | 2,129                | 12,775           | 12,775                   | -                       |
| 2400 Clerical and Office Staff Salaries  | 274        | 274            | 274            | 274            | 274            | 274            | 274            | 274            | 274            | 274            | 274            | 274            | 658                  | 3,950            | 3,950                    | -                       |
|  | 1,469      | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 1,469          | 3,527                | 21,159           | 21,159                   | -                       |
| <b>Benefits</b>                          |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 3101 STRS                                | 11,903     | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | 14,999         | -                    | 176,889          | 176,889                  | -                       |
| 3301 OASDI                               | 76         | 76             | 76             | 76             | 76             | 76             | 76             | 76             | 76             | 76             | 76             | 76             | -                    | 911              | 911                      | -                       |
| 3311 Medicare                            | 922        | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | 1,156          | -                    | 13,633           | 13,633                   | -                       |
| 3401 Health and Welfare                  | 8,824      | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | 8,824          | -                    | 105,892          | 105,892                  | -                       |
| 3501 State Unemployment                  | 2,810      | 2,810          | 2,810          | 2,810          | 2,810          | 2,810          | 14,051         | 11,241         | 5,620          | 2,810          | 2,810          | 2,810          | -                    | 56,204           | 56,204                   | -                       |
| 3601 Workers' Compensation               | 890        | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | 1,116          | -                    | 13,163           | 13,163                   | -                       |
| 3901 Other Benefits                      | 508        | 637            | 637            | 637            | 637            | 637            | 637            | 637            | 637            | 637            | 637            | 637            | -                    | 7,518            | 7,518                    | -                       |
|  | 25,933     | 29,618         | 29,618         | 29,618         | 29,618         | 29,618         | 40,859         | 38,048         | 32,428         | 29,618         | 29,618         | 29,618         | -                    | 374,211          | 374,211                  | -                       |
| <b>Books and Supplies</b>                |            |                |                |                |                |                |                |                |                |                |                |                |                      |                  |                          |                         |
| 4100 Textbooks and Core Materials        | 1,442      | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | 1,442          | -                    | 17,300           | 17,300                   | -                       |
| 4200 Books and Reference Materials       | 7,767      | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | 7,767          | -                    | 93,200           | 93,200                   | -                       |
| 4302 School Supplies                     | -          | 40             | 64             | 8              | 25             | -              | -              | 14             | 14             | 27             | 27             | 27             | 3,155                | 3,400            | 3,400                    | -                       |
| 4305 Software                            | 9,575      | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | 9,575          | -                    | 114,900          | 114,900                  | -                       |
| 4310 Office Expense                      | 358        | 358            | 358            | 358            | 358            | 358            | 358            | 358            | 358            | 358            | 358            | 358            | -                    | 4,300            | 4,300                    | -                       |
| 4311 Business Meals                      | 83         | 83             | 83             | 83             | 83             | 83             | 83             | 83             | 83             | 83             | 83             | 83             | -                    | 1,000            | 1,000                    | -                       |
| 4400 Noncapitalized Equipment            | -          | 298            | 474            | 56             | 188            | -              | -              | 105            | 102            | 196            | 196            | 196            | 23,291               | 25,100           | 25,100                   | -                       |
|  | 19,225     | 19,563         | 19,763         | 19,289         | 19,438         | 19,225         | 19,225         | 19,344         | 19,341         | 19,447         | 19,447         | 19,447         | 26,446               | 259,200          | 259,200                  | -                       |

## Central Coast FY24-25 Budget

### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 137.47

|   | Jul-24    | Aug-24   | Sep-24  | Oct-24  | Nov-24  | Dec-24  | Jan-25  | Feb-25  | Mar-25  | Apr-25  | May-25  | Jun-25  | Year-End<br>Accruals | Annual<br>Budget | Original<br>Budget Total | Favorable /<br>(Unfav.) |
|---|-----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------------------|------------------|--------------------------|-------------------------|
| <b>Subagreement Services</b>                |           |          |         |         |         |         |         |         |         |         |         |         |                      |                  |                          |                         |
| 5102 Special Education                      | 7,592     | 7,592    | 7,592   | 7,592   | 7,592   | 7,592   | 7,592   | 7,592   | 7,592   | 7,592   | 7,592   | 7,592   | -                    | 91,100           | 91,100                   | -                       |
| 5103 Substitute Teacher                     | 483       | 483      | 483     | 483     | 483     | 483     | 483     | 483     | 483     | 483     | 483     | 483     | -                    | 5,800            | 5,800                    | -                       |
| 5106 Other Educational Consultants          | -         | 196      | 311     | 37      | 124     | -       | -       | 69      | 67      | 129     | 129     | 129     | 15,311               | 16,500           | 16,500                   | -                       |
| 5107 Instructional Services                 | 300       | 300      | 300     | 300     | 300     | 300     | 300     | 300     | 300     | 300     | 300     | 300     | -                    | 3,600            | 3,600                    | -                       |
|   | 8,375     | 8,571    | 8,686   | 8,412   | 8,499   | 8,375   | 8,375   | 8,444   | 8,442   | 8,504   | 8,504   | 8,504   | 15,311               | 117,000          | 117,000                  | -                       |
| <b>Operations and Housekeeping</b>          |           |          |         |         |         |         |         |         |         |         |         |         |                      |                  |                          |                         |
| 5201 Auto and Travel                        | 258       | 258      | 258     | 258     | 258     | 258     | 258     | 258     | 258     | 258     | 258     | 258     | -                    | 3,100            | 3,100                    | -                       |
| 5300 Dues & Memberships                     | 350       | 350      | 350     | 350     | 350     | 350     | 350     | 350     | 350     | 350     | 350     | 350     | -                    | 4,200            | 4,200                    | -                       |
| 5400 Insurance                              | 208       | 208      | 208     | 208     | 208     | 208     | 208     | 208     | 208     | 208     | 208     | 208     | -                    | 2,500            | 2,500                    | -                       |
| 5501 Utilities                              | 8         | 8        | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | -                    | 100              | 100                      | -                       |
| 5502 Janitorial Services                    | 25        | 25       | 25      | 25      | 25      | 25      | 25      | 25      | 25      | 25      | 25      | 25      | -                    | 300              | 300                      | -                       |
| 5900 Communications                         | 33        | 33       | 33      | 33      | 33      | 33      | 33      | 33      | 33      | 33      | 33      | 33      | -                    | 400              | 400                      | -                       |
| 5901 Postage and Shipping                   | 358       | 358      | 358     | 358     | 358     | 358     | 358     | 358     | 358     | 358     | 358     | 358     | -                    | 4,300            | 4,300                    | -                       |
|   | 1,242     | 1,242    | 1,242   | 1,242   | 1,242   | 1,242   | 1,242   | 1,242   | 1,242   | 1,242   | 1,242   | 1,242   | -                    | 14,900           | 14,900                   | -                       |
| <b>Facilities, Repairs and Other Leases</b> |           |          |         |         |         |         |         |         |         |         |         |         |                      |                  |                          |                         |
| 5601 Rent                                   | 167       | 167      | 167     | 167     | 167     | 167     | 167     | 167     | 167     | 167     | 167     | 167     | -                    | 2,000            | 2,000                    | -                       |
| 5602 Additional Rent                        | 75        | 75       | 75      | 75      | 75      | 75      | 75      | 75      | 75      | 75      | 75      | 75      | -                    | 900              | 900                      | -                       |
| 5603 Equipment Leases                       | 392       | 392      | 392     | 392     | 392     | 392     | 392     | 392     | 392     | 392     | 392     | 392     | -                    | 4,700            | 4,700                    | -                       |
| 5604 Other Leases                           | 8         | 8        | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | -                    | 100              | 100                      | -                       |
| 5610 Repairs and Maintenance                | 8         | 8        | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | 8       | -                    | 100              | 100                      | -                       |
|   | 650       | 650      | 650     | 650     | 650     | 650     | 650     | 650     | 650     | 650     | 650     | 650     | -                    | 7,800            | 7,800                    | -                       |
| <b>Professional/Consulting Services</b>     |           |          |         |         |         |         |         |         |         |         |         |         |                      |                  |                          |                         |
| 5801 IT                                     | 7,725     | 7,725    | 7,725   | 7,725   | 7,725   | 7,725   | 7,725   | 7,725   | 7,725   | 7,725   | 7,725   | 7,725   | -                    | 92,700           | 92,700                   | -                       |
| 5802 Audit & Taxes                          | -         | -        | -       | 1,567   | 1,567   | 1,567   | -       | -       | -       | -       | -       | -       | -                    | 4,700            | 4,700                    | -                       |
| 5803 Legal                                  | 192       | 192      | 192     | 192     | 192     | 192     | 192     | 192     | 192     | 192     | 192     | 192     | -                    | 2,300            | 2,300                    | -                       |
| 5804 Professional Development               | 1,508     | 1,508    | 1,508   | 1,508   | 1,508   | 1,508   | 1,508   | 1,508   | 1,508   | 1,508   | 1,508   | 1,508   | -                    | 18,100           | 18,100                   | -                       |
| 5805 General Consulting                     | 3,617     | 3,617    | 3,617   | 3,617   | 3,617   | 3,617   | 3,617   | 3,617   | 3,617   | 3,617   | 3,617   | 3,617   | -                    | 43,400           | 43,400                   | -                       |
| 5806 Special Activities/Field Trips         | -         | -        | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -                    | 0                | 0                        | -                       |
| 5807 Bank Charges                           | 58        | 58       | 58      | 58      | 58      | 58      | 58      | 58      | 58      | 58      | 58      | 58      | -                    | 700              | 700                      | -                       |
| 5809 Other taxes and fees                   | 508       | 508      | 508     | 508     | 508     | 508     | 508     | 508     | 508     | 508     | 508     | 508     | -                    | 6,100            | 6,100                    | -                       |
| 5811 Management Fee                         | 4,000     | 4,000    | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   | 4,000   | -                    | 48,000           | 48,000                   | -                       |
| 5812 District Oversight Fee                 | -         | 944      | 1,519   | 1,464   | 1,464   | 1,532   | 1,464   | 1,464   | 2,039   | 1,379   | 1,379   | 1,379   | 1,448                | 17,477           | 17,477                   | -                       |
| 5815 Public Relations/Recruitment           | 1,958     | 1,958    | 1,958   | 1,958   | 1,958   | 1,958   | 1,958   | 1,958   | 1,958   | 1,958   | 1,958   | 1,958   | -                    | 23,500           | 23,500                   | -                       |
|   | 19,567    | 20,511   | 21,086  | 22,597  | 22,597  | 22,666  | 21,030  | 21,030  | 21,606  | 20,946  | 20,946  | 20,946  | 1,448                | 256,977          | 256,977                  | -                       |
| <b>Depreciation</b>                         | -         | -        | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -                    | -                | -                        | -                       |
| <b>Interest</b>                             | -         | -        | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -                    | -                | -                        | -                       |
| <b>Total Expenses</b>                       | 138,783   | 160,151  | 161,042 | 161,804 | 162,040 | 161,772 | 171,377 | 168,755 | 163,704 | 160,403 | 160,403 | 160,403 | 46,731               | 1,977,368        | 1,977,368                | -                       |
| <b>Monthly Surplus (Deficit)</b>            | (137,906) | (57,431) | 3,604   | 10,958  | (1,472) | 23,962  | 9,942   | (8,186) | 54,376  | 12,486  | (8,266) | (8,266) | 140,711              | 34,514           | 34,514                   | -                       |
|   |           |          |         |         |         |         |         |         |         |         |         |         |                      | 1.7%             |                          |                         |

**Central Coast FY24-25 Budget****Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 137.47

**Cash Flow Adjustments**

|                                      | 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<br>Accruals |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|
| Monthly Surplus (Deficit)            | (137,906)        | (57,431)         | 3,604            | 10,958           | (1,472)          | 23,962           | 9,942            | (8,186)          | 54,376           | 12,486           | (8,266)          | (8,266)          | 140,711              |
| Cash flows from operating activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |
| Depreciation/Amortization            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Public Funding Receivables           | 455,775          | -                | -                | 26,242           | -                | -                | 830              | -                | -                | -                | -                | -                | (187,442)            |
| Grants and Contributions Rec.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Due To/From Related Parties          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Prepaid Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Other Assets                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Accounts Payable                     | (160,355)        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 46,731               |
| Accrued Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Other Liabilities                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Deferred Revenue                     | -                | -                | -                | (12,194)         | -                | -                | (12,194)         | -                | -                | (12,194)         | -                | -                | (85,358)             |
| Cash flows from investing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |
| Purchases of Prop. And Equip.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Notes Receivable                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Cash flows from financing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |
| Proceeds from Factoring              | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Payments on Factoring                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| Proceeds(Payments) on Debt           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    |
| <b>Total Change in Cash</b>          | <b>157,514</b>   | <b>(57,431)</b>  | <b>3,604</b>     | <b>25,006</b>    | <b>(1,472)</b>   | <b>23,962</b>    | <b>(1,422)</b>   | <b>(8,186)</b>   | <b>54,376</b>    | <b>292</b>       | <b>(8,266)</b>   | <b>(8,266)</b>   |                      |
| <b>Cash, Beginning of Month</b>      | <b>952,273</b>   | <b>1,109,787</b> | <b>1,052,357</b> | <b>1,055,961</b> | <b>1,080,967</b> | <b>1,079,495</b> | <b>1,103,457</b> | <b>1,102,036</b> | <b>1,093,850</b> | <b>1,148,225</b> | <b>1,148,517</b> | <b>1,140,251</b> |                      |
| <b>Cash, End of Month</b>            | <b>1,109,787</b> | <b>1,052,357</b> | <b>1,055,961</b> | <b>1,080,967</b> | <b>1,079,495</b> | <b>1,103,457</b> | <b>1,102,036</b> | <b>1,093,850</b> | <b>1,148,225</b> | <b>1,148,517</b> | <b>1,140,251</b> | <b>1,131,986</b> |                      |

| Original<br>Budget Total | Favorable /<br>(Unfav.) |
|--------------------------|-------------------------|
| Cert.                    | Instr.                  |
| 67.5%                    | 81.7%                   |
| 553,293                  | 33,199                  |

| Pupil:Teacher Ratio |
|---------------------|
| 19.82               |

## Central Coast FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 137.47

#### Revenues

##### State Aid - Revenue Limit

|      |                              |   |        |         |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|------|------------------------------|---|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
| 8011 | LCCF State Aid               | - | 46,682 | 46,682  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 84,027  | 933,636   | 876,343   | 57,293 |
| 8012 | Education Protection Account | - | -      | -       | 6,873   | -       | 6,873   | -       | -       | 6,873   | -       | -       | 6,873   | -       | 6,873   | 27,493    | 27,493    | -      |
| 8096 | In Lieu of Property Taxes    | - | 50,629 | 101,258 | 67,506  | 67,506  | 67,506  | 67,506  | 67,506  | 118,135 | 59,067  | 59,067  | 59,067  | 59,067  | 59,067  | 843,821   | 843,821   | -      |
|      |                              | - | 97,311 | 147,940 | 158,406 | 151,533 | 151,533 | 158,406 | 151,533 | 202,162 | 149,968 | 143,095 | 143,095 | 143,095 | 149,968 | 1,804,950 | 1,747,657 | 57,293 |

##### Federal Revenue

|      |                                    |   |     |       |       |       |       |       |       |       |       |       |       |       |       |        |        |   |
|------|------------------------------------|---|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|---|
| 8181 | Special Education - Entitlement    | - | 894 | 894   | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 17,871 | 17,871 | - |
| 8290 | Title I, Part A - Basic Low Income | - | -   | 3,688 | -     | -     | 3,688 | -     | -     | 3,688 | -     | -     | -     | -     | 3,688 | 14,751 | 14,751 | - |
| 8291 | Title II, Part A - Teacher Quality | - | -   | 737   | -     | -     | 737   | -     | -     | 737   | -     | -     | -     | -     | 737   | 2,946  | 2,946  | - |
|      |                                    | - | 894 | 5,318 | 1,608 | 1,608 | 6,033 | 1,608 | 1,608 | 6,033 | 1,608 | 1,608 | 1,608 | 1,608 | 6,033 | 35,568 | 35,568 | - |

##### Other State Revenue

|      |                         |   |       |       |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|------|-------------------------|---|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 8311 | State Special Education | - | 6,162 | 6,162 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 123,238 | 123,238 | -       |
| 8550 | Mandated Cost           | - | -     | -     | -      | -      | 4,981  | -      | -      | -      | -      | -      | -      | -      | -      | 4,981   | 5,019   | (38)    |
| 8560 | State Lottery           | - | -     | -     | -      | -      | -      | -      | -      | -      | -      | -      | -      | -      | 17,115 | 34,229  | 34,229  | -       |
| 8599 | Other State Revenue     | - | -     | -     | -      | 32,575 | -      | -      | -      | -      | 12,529 | -      | -      | -      | 5,012  | 50,115  | 55,649  | (5,534) |
|      |                         | - | 6,162 | 6,162 | 11,091 | 43,666 | 16,072 | 19,649 | 11,091 | 11,091 | 32,178 | 11,091 | 11,091 | 11,091 | 33,218 | 212,563 | 218,135 | (5,572) |

##### Other Local Revenue

|      |                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |        |        |   |
|------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--------|--------|---|
| 8660 | Interest Revenue | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | - | 10,521 | 10,521 | - |
|      |                  | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | - | 10,521 | 10,521 | - |

#### Total Revenue

|  |  |     |         |         |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|--|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
|  |  | 877 | 105,243 | 160,297 | 171,983 | 197,684 | 174,514 | 180,540 | 165,109 | 220,163 | 184,631 | 156,671 | 156,671 | 156,671 | 189,218 | 2,063,602 | 2,011,881 | 51,721 |
|--|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|

#### Expenses

##### Certificated Salaries

|      |                               |        |        |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |          |
|------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|----------|
| 1100 | Teachers' Salaries            | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | 51,017 | - | 612,201 | 600,197 | (12,004) |
| 1175 | Teachers' Extra Duty/Stipends | -      | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | 16,530 | - | 181,826 | 178,261 | (3,565)  |
| 1200 | Pupil Support Salaries        | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | 5,510  | - | 66,123  | 64,827  | (1,297)  |
| 1300 | Administrators' Salaries      | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | 7,041  | - | 84,494  | 82,837  | (1,657)  |
|      |                               | 63,568 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | 80,098 | - | 944,644 | 926,121 | (18,522) |

##### Classified Salaries

|      |                                     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |        |        |       |
|------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| 2100 | Instructional Salaries              | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 314   | 754   | 4,523  | 4,434  | (89)  |
| 2300 | Classified Administrators' Salaries | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 905   | 2,172 | 13,031 | 12,775 | (256) |
| 2400 | Clerical and Office Staff Salaries  | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 280   | 671   | 4,029  | 3,950  | (79)  |
|      |                                     | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 1,499 | 3,597 | 21,582 | 21,159 | (423) |

##### Benefits

|      |                       |        |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |         |
|------|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|---------|
| 3101 | STRS                  | 12,142 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | 15,299 | - | 180,427 | 176,889 | (3,538) |
| 3301 | OASDI                 | 93     | 93     | 93     | 93     | 93     | 93     | 93     | 93     | 93     | 93     | 93     | 93     | 93     | - | 1,115   | 911     | (204)   |
| 3311 | Medicare              | 943    | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | 1,183  | - | 13,958  | 13,633  | (325)   |
| 3401 | Health and Welfare    | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | 9,001  | - | 108,010 | 105,892 | (2,118) |
| 3501 | State Unemployment    | 2,864  | 2,864  | 2,864  | 2,864  | 2,864  | 2,864  | 14,320 | 11,456 | 5,728  | 2,864  | 2,864  | 2,864  | 2,864  | - | 57,279  | 56,204  | (1,075) |
| 3601 | Workers' Compensation | 911    | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | 1,142  | - | 13,477  | 13,163  | (313)   |
| 3901 | Other Benefits        | 520    | 652    | 652    | 652    | 652    | 652    | 652    | 652    | 652    | 652    | 652    | 652    | 652    | - | 7,697   | 7,518   | (179)   |
|      |                       | 26,474 | 30,234 | 30,234 | 30,234 | 30,234 | 30,234 | 41,690 | 38,826 | 33,098 | 30,234 | 30,234 | 30,234 | 30,234 | - | 381,962 | 374,211 | (7,752) |

##### Books and Supplies

|      |                                  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|------|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 4100 | Textbooks and Core Curricula Mat | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | 1,471  | -      | 17,646  | 17,300  | (346)   |
| 4200 | Books and Other Reference Mater  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | 7,922  | -      | 95,064  | 93,200  | (1,864) |
| 4302 | School Supplies                  | -      | 41     | 65     | 8      | 26     | -      | -      | 14     | 14     | 27     | 27     | 27     | 27     | 3,218  | 3,468   | 3,400   | (68)    |
| 4305 | Software                         | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | 9,767  | -      | 117,198 | 114,900 | (2,298) |
| 4310 | Office Expense                   | 366    | 366    | 366    | 366    | 366    | 366    | 366    | 366    | 366    | 366    | 366    | 366    | 366    | -      | 4,386   | 4,300   | (86)    |
| 4311 | Business Meals                   | 85     | 85     | 85     | 85     | 85     | 85     | 85     | 85     | 85     | 85     | 85     | 85     | 85     | -      | 1,020   | 1,000   | (20)    |
| 4400 | Noncapitalized Equipment         | -      | 304    | 483    | 57     | 192    | -      | -      | 107    | 104    | 200    | 200    | 200    | 200    | 23,757 | 25,602  | 25,100  | (502)   |
|      |                                  | 19,610 | 19,954 | 20,158 | 19,675 | 19,827 | 19,610 | 19,610 | 19,731 | 19,727 | 19,836 | 19,836 | 19,836 | 19,836 | 26,975 | 264,384 | 259,200 | (5,184) |

## Central Coast FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 137.47

#### Subagreement Services

|      |                               |       |       |       |       |       |       |       |       |       |       |       |        |        |        |         |
|------|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|---------|
| 5102 | Special Education             | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | 7,744 | -      | 92,922 | 91,100 | (1,822) |
| 5103 | Substitute Teacher            | 493   | 493   | 493   | 493   | 493   | 493   | 493   | 493   | 493   | 493   | 493   | -      | 5,916  | 5,800  | (116)   |
| 5106 | Other Educational Consultants | -     | 200   | 318   | 38    | 126   | -     | 70    | 68    | 131   | 131   | 131   | 15,617 | 16,830 | 16,500 | (330)   |
| 5107 | Instructional Services        | 306   | 306   | 306   | 306   | 306   | 306   | 306   | 306   | 306   | 306   | 306   | -      | 3,672  | 3,600  | (72)    |

| Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|
| 8,543  | 8,742  | 8,860  | 8,580  | 8,669  | 8,543  | 8,543  | 8,613  | 8,611  | 8,674  | 8,674  | 8,674  | 15,617            |

| Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|-----------------|---------------------|----------------------|
| 119,340         | 117,000             | (2,340)              |

#### Operations and Housekeeping

|      |                      |     |     |     |     |     |     |     |     |     |     |     |   |       |       |      |
|------|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-------|-------|------|
| 5201 | Auto and Travel      | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | - | 3,162 | 3,100 | (62) |
| 5300 | Dues & Memberships   | 357 | 357 | 357 | 357 | 357 | 357 | 357 | 357 | 357 | 357 | 357 | - | 4,284 | 4,200 | (84) |
| 5400 | Insurance            | 213 | 213 | 213 | 213 | 213 | 213 | 213 | 213 | 213 | 213 | 213 | - | 2,550 | 2,500 | (50) |
| 5501 | Utilities            | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | - | 102   | 100   | (2)  |
| 5502 | Janitorial Services  | 26  | 26  | 26  | 26  | 26  | 26  | 26  | 26  | 26  | 26  | 26  | - | 306   | 300   | (6)  |
| 5900 | Communications       | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | 34  | - | 408   | 400   | (8)  |
| 5901 | Postage and Shipping | 366 | 366 | 366 | 366 | 366 | 366 | 366 | 366 | 366 | 366 | 366 | - | 4,386 | 4,300 | (86) |

|       |       |       |       |       |       |       |       |       |       |       |       |   |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|
| 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | - |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|

|        |        |       |
|--------|--------|-------|
| 15,198 | 14,900 | (298) |
|--------|--------|-------|

#### Facilities, Repairs and Other Leases

|      |                         |     |     |     |     |     |     |     |     |     |     |     |   |       |       |      |
|------|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-------|-------|------|
| 5601 | Rent                    | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | - | 2,040 | 2,000 | (40) |
| 5602 | Additional Rent         | 77  | 77  | 77  | 77  | 77  | 77  | 77  | 77  | 77  | 77  | 77  | - | 918   | 900   | (18) |
| 5603 | Equipment Leases        | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | - | 4,794 | 4,700 | (94) |
| 5604 | Other Leases            | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | - | 102   | 100   | (2)  |
| 5610 | Repairs and Maintenance | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | 9   | - | 102   | 100   | (2)  |

|     |     |     |     |     |     |     |     |     |     |     |     |   |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| 663 | 663 | 663 | 663 | 663 | 663 | 663 | 663 | 663 | 663 | 663 | 663 | - |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|

|       |       |       |
|-------|-------|-------|
| 7,956 | 7,800 | (156) |
|-------|-------|-------|

#### Professional/Consulting Services

|      |                                |       |       |       |       |       |       |       |       |       |       |       |       |        |        |         |
|------|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|---------|
| 5801 | IT                             | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | 7,880 | -     | 94,554 | 92,700 | (1,854) |
| 5802 | Audit & Taxes                  | -     | -     | -     | 1,598 | 1,598 | 1,598 | -     | -     | -     | -     | -     | -     | 4,794  | 4,700  | (94)    |
| 5803 | Legal                          | 196   | 196   | 196   | 196   | 196   | 196   | 196   | 196   | 196   | 196   | 196   | -     | 2,346  | 2,300  | (46)    |
| 5804 | Professional Development       | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | 1,539 | -     | 18,462 | 18,100 | (362)   |
| 5805 | General Consulting             | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | 3,689 | -     | 44,268 | 43,400 | (868)   |
| 5806 | Special Activities/Field Trips | -     | -     | -     | -     | -     | -     | 0     | 0     | 0     | -     | -     | -     | 0      | 0      | (0)     |
| 5807 | Bank Charges                   | 60    | 60    | 60    | 60    | 60    | 60    | 60    | 60    | 60    | 60    | 60    | -     | 714    | 700    | (14)    |
| 5809 | Other taxes and fees           | 519   | 519   | 519   | 519   | 519   | 519   | 519   | 519   | 519   | 519   | 519   | -     | 6,222  | 6,100  | (122)   |
| 5811 | Management Fee                 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | 4,080 | -     | 48,960 | 48,000 | (960)   |
| 5812 | District Oversight Fee         | -     | 973   | 1,479 | 1,584 | 1,515 | 1,584 | 1,515 | 2,022 | 1,500 | 1,431 | 1,431 | 1,500 | 18,050 | 17,477 | (573)   |
| 5815 | Public Relations/Recruitment   | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | -     | 23,970 | 23,500 | (470)   |

|        |        |        |        |        |        |        |        |        |        |        |        |       |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| 19,958 | 20,931 | 21,437 | 23,140 | 23,071 | 23,071 | 21,542 | 21,473 | 21,980 | 21,458 | 21,389 | 21,389 | 1,500 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|

|         |         |         |
|---------|---------|---------|
| 262,340 | 256,977 | (5,363) |
|---------|---------|---------|

#### Depreciation

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

#### Interest

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

|   |   |   |
|---|---|---|
| - | - | - |
|---|---|---|

#### Total Expenses

|         |         |         |         |         |         |         |         |         |         |         |         |        |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|
| 141,580 | 163,388 | 164,216 | 165,155 | 165,327 | 164,984 | 174,910 | 172,169 | 166,942 | 163,728 | 163,659 | 163,659 | 47,688 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|

|           |           |          |
|-----------|-----------|----------|
| 2,017,406 | 1,977,368 | (40,038) |
|-----------|-----------|----------|

#### Monthly Surplus (Deficit)

|           |          |         |       |        |       |       |         |        |        |         |         |         |
|-----------|----------|---------|-------|--------|-------|-------|---------|--------|--------|---------|---------|---------|
| (140,704) | (58,145) | (3,919) | 6,827 | 32,357 | 9,531 | 5,630 | (7,059) | 53,221 | 20,903 | (6,988) | (6,988) | 141,530 |
|-----------|----------|---------|-------|--------|-------|-------|---------|--------|--------|---------|---------|---------|

|        |        |        |
|--------|--------|--------|
| 46,196 | 34,514 | 11,682 |
|--------|--------|--------|

## Central Coast FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 137.47

|                                      | Jul-25           | Aug-25           | Sep-25           | Oct-25           | Nov-25           | Dec-25           | Jan-26           | Feb-26           | Mar-26           | Apr-26           | May-26           | Jun-26           | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|------------------------|-------------------------|
| <b>Cash Flow Adjustments</b>         |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Monthly Surplus (Deficit)            | (140,704)        | (58,145)         | (3,919)          | 6,827            | 32,357           | 9,531            | 5,630            | (7,059)          | 53,221           | 20,903           | (6,988)          | (6,988)          | 141,530              | 46,196             |                        |                         |
| Cash flows from operating activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Depreciation/Amortization            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Public Funding Receivables           | 144,814          | -                | 12,813           | -                | -                | 17,115           | 12,700           | -                | -                | -                | -                | -                | (189,218)            | (1,776)            |                        |                         |
| Grants and Contributions Rec.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Due To/From Related Parties          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Prepaid Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Other Assets                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Accounts Payable                     | (46,731)         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 47,688               | 957                |                        |                         |
| Accrued Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Other Liabilities                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Deferred Revenue                     | -                | -                | -                | (10,811)         | -                | -                | (10,811)         | -                | -                | (10,811)         | -                | -                | (75,674)             | (108,105)          |                        |                         |
| Cash flows from investing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Notes Receivable                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Cash flows from financing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Proceeds from Factoring              | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Payments on Factoring                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Proceeds(Payments) on Debt           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| <b>Total Change in Cash</b>          | <b>(42,620)</b>  | <b>(58,145)</b>  | <b>8,893</b>     | <b>(3,983)</b>   | <b>32,357</b>    | <b>26,646</b>    | <b>7,519</b>     | <b>(7,059)</b>   | <b>53,221</b>    | <b>10,092</b>    | <b>(6,988)</b>   | <b>(6,988)</b>   |                      |                    |                        |                         |
| <b>Cash, Beginning of Month</b>      | <b>1,131,986</b> | <b>1,089,365</b> | <b>1,031,221</b> | <b>1,040,114</b> | <b>1,036,131</b> | <b>1,068,488</b> | <b>1,095,134</b> | <b>1,102,653</b> | <b>1,095,594</b> | <b>1,148,815</b> | <b>1,158,907</b> | <b>1,151,919</b> |                      |                    |                        |                         |
| <b>Cash, End of Month</b>            | <b>1,089,365</b> | <b>1,031,221</b> | <b>1,040,114</b> | <b>1,036,131</b> | <b>1,068,488</b> | <b>1,095,134</b> | <b>1,102,653</b> | <b>1,095,594</b> | <b>1,148,815</b> | <b>1,158,907</b> | <b>1,151,919</b> | <b>1,144,931</b> |                      |                    |                        |                         |

# Central Coast FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 137.47



### Revenues

#### State Aid - Revenue Limit

|      |                              |   |         |         |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|------|------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
| 8011 | LCFF State Aid               | - | 49,462  | 49,462  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 89,031  | 989,236   | 933,636   | 55,600 |
| 8012 | Education Protection Account | - | -       | -       | 6,873   | -       | -       | 6,873   | -       | -       | 6,873   | -       | -       | 6,873   | -       | 27,493    | 27,493    | -      |
| 8096 | In Lieu of Property Taxes    | - | 50,629  | 101,258 | 67,506  | 67,506  | 67,506  | 67,506  | 118,135 | 59,067  | 59,067  | 59,067  | 59,067  | 59,067  | 59,067  | 843,821   | 843,821   | -      |
|      |                              | - | 100,091 | 150,720 | 163,410 | 156,537 | 163,410 | 156,537 | 207,166 | 154,972 | 148,099 | 148,099 | 148,099 | 154,972 | 154,972 | 1,860,550 | 1,804,950 | 55,600 |

#### Federal Revenue

|      |                                    |   |     |       |       |       |       |       |       |       |       |       |       |       |       |        |        |   |
|------|------------------------------------|---|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|---|
| 8181 | Special Education - Entitlement    | - | 894 | 894   | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 17,871 | 17,871 | - |
| 8290 | Title I, Part A - Basic Low Income | - | -   | 3,688 | -     | -     | 3,688 | -     | -     | 3,688 | -     | -     | -     | 3,688 | -     | 14,751 | 14,751 | - |
| 8291 | Title II, Part A - Teacher Quality | - | -   | 737   | -     | -     | 737   | -     | -     | 737   | -     | -     | -     | 737   | -     | 2,946  | 2,946  | - |
|      |                                    | - | 894 | 5,318 | 1,608 | 1,608 | 6,033 | 1,608 | 1,608 | 6,033 | 1,608 | 1,608 | 1,608 | 6,033 | 6,033 | 35,568 | 35,568 | - |

#### Other State Revenue

|      |                         |   |       |       |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|------|-------------------------|---|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 8311 | State Special Education | - | 6,162 | 6,162 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 11,091 | 123,238 | 123,238 | -       |
| 8550 | Mandated Cost           | - | -     | -     | -      | -      | 4,981  | -      | -      | -      | -      | -      | -      | 40     | 40     | 5,020   | 4,981   | 40      |
| 8560 | State Lottery           | - | -     | -     | -      | -      | -      | -      | -      | 8,557  | -      | -      | -      | 17,115 | 17,115 | 34,229  | 34,229  | -       |
| 8599 | Other State Revenue     | - | -     | -     | -      | 29,117 | -      | -      | -      | 11,199 | -      | -      | -      | 4,479  | 4,479  | 44,795  | 50,115  | (5,321) |
|      |                         | - | 6,162 | 6,162 | 11,091 | 40,208 | 16,072 | 19,649 | 11,091 | 11,091 | 30,847 | 11,091 | 11,091 | 32,725 | 32,725 | 207,282 | 212,563 | (5,281) |

#### Other Local Revenue

|      |                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |        |        |   |
|------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--------|--------|---|
| 8660 | Interest Revenue | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | - | 10,521 | 10,521 | - |
|      |                  | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | 877 | - | 10,521 | 10,521 | - |

### Total Revenue

|  |  |     |         |         |         |         |         |         |         |         |         |         |         |         |         |           |           |        |
|--|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|
|  |  | 877 | 108,023 | 163,077 | 176,987 | 199,230 | 179,518 | 185,544 | 170,113 | 225,167 | 188,305 | 161,675 | 161,675 | 193,730 | 193,730 | 2,113,921 | 2,063,602 | 50,319 |
|--|--|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|--------|

### Expenses

#### Certificated Salaries

|      |                               |        |        |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |          |
|------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|----------|
| 1100 | Teachers' Salaries            | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | 52,037 | - | 624,445 | 612,201 | (12,244) |
| 1175 | Teachers' Extra Duty/Stipends | -      | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | 16,860 | - | 185,462 | 181,826 | (3,637)  |
| 1200 | Pupil Support Salaries        | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | 5,620  | - | 67,446  | 66,123  | (1,322)  |
| 1300 | Administrators' Salaries      | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | 7,182  | - | 86,183  | 84,494  | (1,690)  |
|      |                               | 64,840 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | 81,700 | - | 963,536 | 944,644 | (18,893) |

#### Classified Salaries

|      |                                     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |        |        |       |
|------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| 2100 | Instructional Salaries              | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 320   | 769   | 4,613  | 4,523  | (90)  |
| 2300 | Classified Administrators' Salaries | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 923   | 2,215 | 13,291 | 13,031 | (261) |
| 2400 | Clerical and Office Staff Salaries  | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 285   | 685   | 4,110  | 4,029  | (81)  |
|      |                                     | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 1,529 | 3,669 | 22,014 | 21,582 | (432) |

#### Benefits

|      |                       |        |        |        |        |        |        |        |        |        |        |        |        |        |        |   |         |         |         |
|------|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|---------|
| 3101 | STRS                  | 12,384 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | 15,605 | - | 184,035 | 180,427 | (3,609) |
| 3301 | OASDI                 | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | 95     | - | 1,137   | 1,115   | (22)    |
| 3311 | Medicare              | 962    | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | 1,207  | - | 14,237  | 13,958  | (279)   |
| 3401 | Health and Welfare    | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | 9,181  | - | 110,170 | 108,010 | (2,160) |
| 3501 | State Unemployment    | 2,919  | 2,919  | 2,919  | 2,919  | 2,919  | 2,919  | 14,594 | 11,675 | 5,838  | 2,919  | 2,919  | 2,919  | 2,919  | 2,919  | - | 58,376  | 57,279  | (1,097) |
| 3601 | Workers' Compensation | 929    | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | 1,165  | - | 13,746  | 13,477  | (270)   |
| 3901 | Other Benefits        | 531    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | 665    | - | 7,851   | 7,697   | (154)   |
|      |                       | 27,001 | 30,837 | 30,837 | 30,837 | 30,837 | 30,837 | 42,512 | 39,593 | 33,755 | 30,837 | 30,837 | 30,837 | 30,837 | 30,837 | - | 389,553 | 381,962 | (7,590) |

#### Books and Supplies

|      |                                  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |         |         |         |
|------|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 4100 | Textbooks and Core Curricula Mat | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | 1,500  | -      | 17,999  | 17,646  | (353)   |
| 4200 | Books and Other Reference Mater  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | 8,080  | -      | 96,965  | 95,064  | (1,901) |
| 4302 | School Supplies                  | -      | 42     | 67     | 8      | 26     | -      | -      | 15     | 14     | 28     | 28     | 28     | 28     | 28     | 3,282  | 3,537   | 3,468   | (69)    |
| 4305 | Software                         | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | 9,962  | -      | 119,542 | 117,198 | (2,344) |
| 4310 | Office Expense                   | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | 373    | -      | 4,474   | 4,386   | (88)    |
| 4311 | Business Meals                   | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | 87     | -      | 1,040   | 1,020   | (20)    |
| 4400 | Noncapitalized Equipment         | -      | 310    | 493    | 59     | 196    | -      | -      | 109    | 106    | 204    | 204    | 204    | 204    | 204    | 24,232 | 26,114  | 25,602  | (512)   |
|      |                                  | 20,002 | 20,353 | 20,561 | 20,068 | 20,224 | 20,002 | 20,002 | 20,125 | 20,122 | 20,233 | 20,233 | 20,233 | 20,233 | 20,233 | 27,514 | 269,672 | 264,384 | (5,288) |



**Central Coast FY24-25 Budget****Monthly Cash Flow/Forecast FY26-27**

Revised 5/29/24

ADA = 137.47



|   | Jul-26           | Aug-26          | Sep-26         | Oct-26         | Nov-26         | Dec-26         | Jan-27         | Feb-27         | Mar-27         | Apr-27         | May-27         | Jun-27         | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|---|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|--------------------|------------------------|-------------------------|
| <b>Subagreement Services</b>                |                  |                 |                |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5102 Special Education                      | 7,898            | 7,898           | 7,898          | 7,898          | 7,898          | 7,898          | 7,898          | 7,898          | 7,898          | 7,898          | 7,898          | 7,898          | -                    | 94,780             | 92,922                 | (1,858)                 |
| 5103 Substitute Teacher                     | 503              | 503             | 503            | 503            | 503            | 503            | 503            | 503            | 503            | 503            | 503            | 503            | -                    | 6,034              | 5,916                  | (118)                   |
| 5106 Other Educational Consultants          | -                | 204             | 324            | 39             | 129            | -              | -              | 72             | 70             | 134            | 134            | 134            | 15,929               | 17,167             | 16,830                 | (337)                   |
| 5107 Instructional Services                 | 312              | 312             | 312            | 312            | 312            | 312            | 312            | 312            | 312            | 312            | 312            | 312            | -                    | 3,745              | 3,672                  | (73)                    |
|   | 8,713            | 8,917           | 9,037          | 8,752          | 8,842          | 8,713          | 8,713          | 8,785          | 8,783          | 8,847          | 8,847          | 8,847          | 15,929               | 121,727            | 119,340                | (2,387)                 |
| <b>Operations and Housekeeping</b>          |                  |                 |                |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5201 Auto and Travel                        | 269              | 269             | 269            | 269            | 269            | 269            | 269            | 269            | 269            | 269            | 269            | 269            | -                    | 3,225              | 3,162                  | (63)                    |
| 5300 Dues & Memberships                     | 364              | 364             | 364            | 364            | 364            | 364            | 364            | 364            | 364            | 364            | 364            | 364            | -                    | 4,370              | 4,284                  | (86)                    |
| 5400 Insurance                              | 217              | 217             | 217            | 217            | 217            | 217            | 217            | 217            | 217            | 217            | 217            | 217            | -                    | 2,601              | 2,550                  | (51)                    |
| 5501 Utilities                              | 9                | 9               | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | -                    | 104                | 102                    | (2)                     |
| 5502 Janitorial Services                    | 26               | 26              | 26             | 26             | 26             | 26             | 26             | 26             | 26             | 26             | 26             | 26             | -                    | 312                | 306                    | (6)                     |
| 5900 Communications                         | 35               | 35              | 35             | 35             | 35             | 35             | 35             | 35             | 35             | 35             | 35             | 35             | -                    | 416                | 408                    | (8)                     |
| 5901 Postage and Shipping                   | 373              | 373             | 373            | 373            | 373            | 373            | 373            | 373            | 373            | 373            | 373            | 373            | -                    | 4,474              | 4,386                  | (88)                    |
|   | 1,292            | 1,292           | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | 1,292          | -                    | 15,502             | 15,198                 | (304)                   |
| <b>Facilities, Repairs and Other Leases</b> |                  |                 |                |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5601 Rent                                   | 173              | 173             | 173            | 173            | 173            | 173            | 173            | 173            | 173            | 173            | 173            | 173            | -                    | 2,081              | 2,040                  | (41)                    |
| 5602 Additional Rent                        | 78               | 78              | 78             | 78             | 78             | 78             | 78             | 78             | 78             | 78             | 78             | 78             | -                    | 936                | 918                    | (18)                    |
| 5603 Equipment Leases                       | 407              | 407             | 407            | 407            | 407            | 407            | 407            | 407            | 407            | 407            | 407            | 407            | -                    | 4,890              | 4,794                  | (96)                    |
| 5604 Other Leases                           | 9                | 9               | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | -                    | 104                | 102                    | (2)                     |
| 5610 Repairs and Maintenance                | 9                | 9               | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | 9              | -                    | 104                | 102                    | (2)                     |
|   | 676              | 676             | 676            | 676            | 676            | 676            | 676            | 676            | 676            | 676            | 676            | 676            | -                    | 8,115              | 7,956                  | (159)                   |
| <b>Professional/Consulting Services</b>     |                  |                 |                |                |                |                |                |                |                |                |                |                |                      |                    |                        |                         |
| 5801 IT                                     | 8,037            | 8,037           | 8,037          | 8,037          | 8,037          | 8,037          | 8,037          | 8,037          | 8,037          | 8,037          | 8,037          | 8,037          | -                    | 96,445             | 94,554                 | (1,891)                 |
| 5802 Audit & Taxes                          | -                | -               | -              | 1,630          | 1,630          | 1,630          | -              | -              | -              | -              | -              | -              | -                    | 4,890              | 4,794                  | (96)                    |
| 5803 Legal                                  | 199              | 199             | 199            | 199            | 199            | 199            | 199            | 199            | 199            | 199            | 199            | 199            | -                    | 2,393              | 2,346                  | (47)                    |
| 5804 Professional Development               | 1,569            | 1,569           | 1,569          | 1,569          | 1,569          | 1,569          | 1,569          | 1,569          | 1,569          | 1,569          | 1,569          | 1,569          | -                    | 18,831             | 18,462                 | (369)                   |
| 5805 General Consulting                     | 3,763            | 3,763           | 3,763          | 3,763          | 3,763          | 3,763          | 3,763          | 3,763          | 3,763          | 3,763          | 3,763          | 3,763          | -                    | 45,153             | 44,268                 | (885)                   |
| 5806 Special Activities/Field Trips         | -                | -               | -              | -              | -              | -              | -              | 0              | 0              | 0              | -              | -              | -                    | 0                  | 0                      | (0)                     |
| 5807 Bank Charges                           | 61               | 61              | 61             | 61             | 61             | 61             | 61             | 61             | 61             | 61             | 61             | 61             | -                    | 728                | 714                    | (14)                    |
| 5809 Other taxes and fees                   | 529              | 529             | 529            | 529            | 529            | 529            | 529            | 529            | 529            | 529            | 529            | 529            | -                    | 6,346              | 6,222                  | (124)                   |
| 5811 Management Fee                         | 4,162            | 4,162           | 4,162          | 4,162          | 4,162          | 4,162          | 4,162          | 4,162          | 4,162          | 4,162          | 4,162          | 4,162          | -                    | 49,939             | 48,960                 | (979)                   |
| 5812 District Oversight Fee                 | -                | 1,001           | 1,507          | 1,634          | 1,565          | 1,565          | 1,634          | 1,565          | 2,072          | 1,550          | 1,481          | 1,481          | 1,550                | 18,605             | 18,050                 | (556)                   |
| 5815 Public Relations/Recruitment           | 2,037            | 2,037           | 2,037          | 2,037          | 2,037          | 2,037          | 2,037          | 2,037          | 2,037          | 2,037          | 2,037          | 2,037          | -                    | 24,449             | 23,970                 | (479)                   |
|   | 20,357           | 21,358          | 21,864         | 23,621         | 23,552         | 23,552         | 21,991         | 21,923         | 22,429         | 21,907         | 21,838         | 21,838         | 1,550                | 267,781            | 262,340                | (5,442)                 |
| <b>Depreciation</b>                         | -                | -               | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -                    | -                  | -                      | -                       |
| <b>Interest</b>                             | -                | -               | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -                    | -                  | -                      | -                       |
|   | -                | -               | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -                    | -                  | -                      | -                       |
| <b>Total Expenses</b>                       | <b>144,409</b>   | <b>166,661</b>  | <b>167,496</b> | <b>168,474</b> | <b>168,651</b> | <b>168,301</b> | <b>178,414</b> | <b>175,622</b> | <b>170,286</b> | <b>167,020</b> | <b>166,951</b> | <b>166,951</b> | <b>48,662</b>        | <b>2,057,900</b>   | <b>2,017,406</b>       | <b>(40,494)</b>         |
| <b>Monthly Surplus (Deficit)</b>            | <b>(143,533)</b> | <b>(58,638)</b> | <b>(4,420)</b> | <b>8,512</b>   | <b>30,579</b>  | <b>11,218</b>  | <b>7,130</b>   | <b>(5,509)</b> | <b>54,881</b>  | <b>21,285</b>  | <b>(5,276)</b> | <b>(5,276)</b> | <b>145,068</b>       | <b>56,021</b>      | <b>46,196</b>          | <b>9,825</b>            |

## Central Coast FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 137.47

|                                      | Jul-26           | Aug-26           | Sep-26           | Oct-26           | Nov-26           | Dec-26           | Jan-27           | Feb-27           | Mar-27           | Apr-27           | May-27           | Jun-27           | Year-End<br>Accruals | Annual<br>Forecast | Prior Year<br>Forecast | Favorable /<br>(Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------------|--------------------|------------------------|-------------------------|
| <b>Cash Flow Adjustments</b>         |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Monthly Surplus (Deficit)            | (143,533)        | (58,638)         | (4,420)          | 8,512            | 30,579           | 11,218           | 7,130            | (5,509)          | 54,881           | 21,285           | (5,276)          | (5,276)          | 145,068              | 56,021             |                        |                         |
| Cash flows from operating activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Depreciation/Amortization            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Public Funding Receivables           | 149,968          | -                | 17,115           | -                | -                | -                | 22,136           | -                | -                | -                | -                | -                | (193,730)            | (4,512)            |                        |                         |
| Grants and Contributions Rec.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Due To/From Related Parties          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Prepaid Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Other Assets                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Accounts Payable                     | (47,688)         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 48,662               | 974                |                        |                         |
| Accrued Expenses                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Other Liabilities                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Deferred Revenue                     | -                | -                | -                | (9,480)          | -                | -                | (9,480)          | -                | -                | (9,480)          | -                | -                | (66,363)             | (94,804)           |                        |                         |
| Cash flows from investing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Purchases of Prop. And Equip.        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Notes Receivable                     | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Cash flows from financing activities |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                      |                    |                        |                         |
| Proceeds from Factoring              | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Payments on Factoring                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| Proceeds(Payments) on Debt           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                    | -                  |                        |                         |
| <b>Total Change in Cash</b>          | <b>(41,253)</b>  | <b>(58,638)</b>  | <b>12,695</b>    | <b>(968)</b>     | <b>30,579</b>    | <b>11,218</b>    | <b>19,785</b>    | <b>(5,509)</b>   | <b>54,881</b>    | <b>11,804</b>    | <b>(5,276)</b>   | <b>(5,276)</b>   |                      |                    |                        |                         |
| <b>Cash, Beginning of Month</b>      | <b>1,144,931</b> | <b>1,103,678</b> | <b>1,045,040</b> | <b>1,057,735</b> | <b>1,056,767</b> | <b>1,087,346</b> | <b>1,098,564</b> | <b>1,118,348</b> | <b>1,112,840</b> | <b>1,167,721</b> | <b>1,179,525</b> | <b>1,174,249</b> |                      |                    |                        |                         |
| <b>Cash, End of Month</b>            | <b>1,103,678</b> | <b>1,045,040</b> | <b>1,057,735</b> | <b>1,056,767</b> | <b>1,087,346</b> | <b>1,098,564</b> | <b>1,118,348</b> | <b>1,112,840</b> | <b>1,167,721</b> | <b>1,179,525</b> | <b>1,174,249</b> | <b>1,168,973</b> |                      |                    |                        |                         |

# Coversheet

## Approval of Education Protection Account Resolution and Budgets (attached)

|                            |   |
|----------------------------|---|
| <b>Section:</b>            | V. Action Items   |
| <b>Item:</b><br>(attached) | D. Approval of Education Protection Account Resolution and Budgets  |
| <b>Purpose:</b>            | Vote  |
| <b>Submitted by:</b>       |   |
| <b>Related Material:</b>   | FY25_CalOps_EPA Resolution.pdf<br>FY25_CalOps_EPA Spending Plan_North Bay.pdf<br>FY25_CalOps_EPA Spending Plan_NorCal.pdf<br>FY25_CalOps_EPA Spending Plan_Monterey Bay.pdf<br>FY25_CalOps_EPA Spending Plan_SoCal.pdf<br>FY25_CalOps_EPA Spending Plan_Central Coast.pdf<br>FY25_CalOps_EPA Spending Plan_Central Valley.pdf |

## **SAMPLE RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

**California Online Schools Southern California  
California Online Schools Northern California  
California Online Schools North Bay  
California Online Schools Monterey Bay  
California Online Schools Central Valley  
California Online Schools Central Coast**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of California Online Public Schools (CalOPS);

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the California Online Public Schools (CalOPS) has determined to spend the monies received from the Education Protection Act as attached.

DATED: \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member



**California Online Schools North Bay****Projected Expenditures through: June 30, 2025****Resource 1400 Education Protection Account**

| Description  | Object Codes | Amount    |
|--|--------------|-----------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |           |
| Revenue Limit Sources  | 8010-8099    | 32,686.00 |
| Federal Revenue  | 8100-8299    | 0.00      |
| Other State Revenue  | 8300-8599    | 0.00      |
| Other Local Revenue  | 8600-8799    | 0.00      |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00      |
| Deferred Revenue   | 9650         | 0.00      |
| TOTAL AVAILABLE  |              | 32,686.00 |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |           |
| <b>(Objects 1000-7999)</b>   |              |           |
| Certificated Salaries  | 1000-1999    | 23,883.04 |
| Classified Salaries  | 2000-2999    | 0.00      |
| Employee Benefits  | 3000-3999    | 8,802.96  |
| Books and Supplies   | 4000-4999    | 0.00      |
| Services, Other Operating Expenses   | 5000-5999    | 0.00      |
| Capital Outlay   | 6000-6599    | 0.00      |
|  | 7100-7299    |           |
| Other Outgo (excluding Direct Support/Indirect Costs)                              | 7400-7499    | 0.00      |
| Direct Support/Indirect Costs  | 7300-7399    | 0.00      |
| TOTAL EXPENDITURES AND OTHER FINANCING USES  |              | 32,686.00 |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | 0.00      |



**California Online Schools Northern California**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

| Description  | Object Codes | Amount       |
|--|--------------|--------------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |              |
| Revenue Limit Sources  | 8010-8099    | 6,406,835.00 |
| Federal Revenue  | 8100-8299    | 0.00         |
| Other State Revenue  | 8300-8599    | 0.00         |
| Other Local Revenue  | 8600-8799    | 0.00         |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00         |
| Deferred Revenue   | 9650         | 0.00         |
| TOTAL AVAILABLE  |              | 6,406,835.00 |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |              |
| <b>(Objects 1000-7999)</b>   |              |              |
| Certificated Salaries  | 1000-1999    | 4,681,352.63 |
| Classified Salaries  | 2000-2999    | 0.00         |
| Employee Benefits  | 3000-3999    | 1,725,482.37 |
| Books and Supplies   | 4000-4999    | 0.00         |
| Services, Other Operating Expenses   | 5000-5999    | 0.00         |
| Capital Outlay   | 6000-6599    | 0.00         |
|  | 7100-7299    |              |
| Other Outgo (excluding Direct Support/Indirect Costs)                              | 7400-7499    | 0.00         |
| Direct Support/Indirect Costs  | 7300-7399    | 0.00         |
| TOTAL EXPENDITURES AND OTHER FINANCING USES  |              | 6,406,835.00 |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | 0.00         |

**California Online Schools Monterey Bay**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

| Description  | Object Codes | Amount     |
|--|--------------|------------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |            |
| Revenue Limit Sources  | 8010-8099    | 112,004.25 |
| Federal Revenue  | 8100-8299    | 0.00       |
| Other State Revenue  | 8300-8599    | 0.00       |
| Other Local Revenue  | 8600-8799    | 0.00       |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00       |
| Deferred Revenue   | 9650         | 0.00       |
| TOTAL AVAILABLE  |              | 112,004.25 |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |            |
| <b>(Objects 1000-7999)</b>   |              |            |
| Certificated Salaries  | 1000-1999    | 81,839.38  |
| Classified Salaries  | 2000-2999    | 0.00       |
| Employee Benefits  | 3000-3999    | 30,164.87  |
| Books and Supplies   | 4000-4999    | 0.00       |
| Services, Other Operating Expenses   | 5000-5999    | 0.00       |
| Capital Outlay   | 6000-6599    | 0.00       |
|  | 7100-7299    |            |
| Other Outgo (excluding Direct Support/Indirect Costs)                              | 7400-7499    | 0.00       |
| Direct Support/Indirect Costs  | 7300-7399    | 0.00       |
| TOTAL EXPENDITURES AND OTHER FINANCING USES  |              | 112,004.25 |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | 0.00       |

**California Online Schools Southern California**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

| Description  | Object Codes | Amount     |
|--|--------------|------------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |            |
| Revenue Limit Sources  | 8010-8099    | 983,928.27 |
| Federal Revenue  | 8100-8299    | 0.00       |
| Other State Revenue  | 8300-8599    | 0.00       |
| Other Local Revenue  | 8600-8799    | 0.00       |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00       |
| Deferred Revenue   | 9650         | 0.00       |
| TOTAL AVAILABLE  |              | 983,928.27 |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |            |
| <b>(Objects 1000-7999)</b>   |              |            |
| Certificated Salaries  | 1000-1999    | 718,937.70 |
| Classified Salaries  | 2000-2999    | 0.00       |
| Employee Benefits  | 3000-3999    | 264,990.57 |
| Books and Supplies   | 4000-4999    | 0.00       |
| Services, Other Operating Expenses   | 5000-5999    | 0.00       |
| Capital Outlay   | 6000-6599    | 0.00       |
|  | 7100-7299    |            |
| Other Outgo (excluding Direct Support/Indirect Costs)                              | 7400-7499    | 0.00       |
| Direct Support/Indirect Costs  | 7300-7399    | 0.00       |
| TOTAL EXPENDITURES AND OTHER FINANCING USES  |              | 983,928.27 |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | 0.00       |

**California Online Schools Central Coast**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

| Description  | Object Codes | Amount    |
|--|--------------|-----------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |           |
| Revenue Limit Sources  | 8010-8099    | 27,493.40 |
| Federal Revenue  | 8100-8299    | 0.00      |
| Other State Revenue  | 8300-8599    | 0.00      |
| Other Local Revenue  | 8600-8799    | 0.00      |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00      |
| Deferred Revenue   | 9650         | 0.00      |
| TOTAL AVAILABLE  |              | 27,493.40 |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |           |
| <b>(Objects 1000-7999)</b>   |              |           |
| Certificated Salaries  | 1000-1999    | 20,088.91 |
| Classified Salaries  | 2000-2999    | 0.00      |
| Employee Benefits  | 3000-3999    | 7,404.49  |
| Books and Supplies   | 4000-4999    | 0.00      |
| Services, Other Operating Expenses   | 5000-5999    | 0.00      |
| Capital Outlay   | 6000-6599    | 0.00      |
|  | 7100-7299    |           |
| Other Outgo (excluding Direct Support/Indirect Costs)                              | 7400-7499    | 0.00      |
| Direct Support/Indirect Costs  | 7300-7399    | 0.00      |
| TOTAL EXPENDITURES AND OTHER FINANCING USES  |              | 27,493.40 |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | 0.00      |

**California Online Schools Central Valley****Projected Expenditures through: June 30, 2025****Resource 1400 Education Protection Account**

| Description  | Object Codes | Amount       |
|--|--------------|--------------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |              |
| Revenue Limit Sources  | 8010-8099    | 3,002,510.00 |
| Federal Revenue  | 8100-8299    | 0.00         |
| Other State Revenue  | 8300-8599    | 0.00         |
| Other Local Revenue  | 8600-8799    | 0.00         |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00         |
| Deferred Revenue   | 9650         | 0.00         |
| TOTAL AVAILABLE  |              | 3,002,510.00 |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |              |
| <b>(Objects 1000-7999)</b>   |              |              |
| Certificated Salaries  | 1000-1999    | 2,193,877.02 |
| Classified Salaries  | 2000-2999    | 0.00         |
| Employee Benefits  | 3000-3999    | 808,632.98   |
| Books and Supplies   | 4000-4999    | 0.00         |
| Services, Other Operating Expenses   | 5000-5999    | 0.00         |
| Capital Outlay   | 6000-6599    | 0.00         |
|  | 7100-7299    |              |
| Other Outgo (excluding Direct Support/Indirect Costs)                              | 7400-7499    | 0.00         |
| Direct Support/Indirect Costs  | 7300-7399    | 0.00         |
| TOTAL EXPENDITURES AND OTHER FINANCING USES  |              | 3,002,510.00 |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | 0.00         |

# Coversheet

## Approval of 2024-25 Consolidated Applications (attached)

**Section:** V. Action Items  
**Item:** E. Approval of 2024-25 Consolidated Applications (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**

California Connections Academy Central Coast ConApp 2024-25.pdf  
California Connections Academy Central Valley ConApp 2024-25.pdf  
California Connections Academy Monterey Bay ConApp 2024-25.pdf  
California Connections Academy North Bay ConApp 2024-25.pdf  
California Connections Academy Northern California ConApp 2024-25.pdf  
California Connections Academy Southern California ConApp 2024-25.pdf

**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Certified  
Saved by: charter impact  
Date: 5/30/2024 5:09 PM**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.toc.asp>.

**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                               |
|--|-------------------------------|
| Authorized Representative's Full Name      | Frances Sassin                |
| Authorized Representative's Signature      |                               |
| Authorized Representative's Title          | Director of Business Services |
| Authorized Representative's Signature Date | 05/31/2024                    |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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Page 1 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 5:21 AM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|  |                |
|--|----------------|
| The authorized representative agrees to the above statement  | Yes            |
| Authorized Representative's Full Name  | Richard Savage |
| Authorized Representative's Title  | Superintendent |
| Authorized Representative's Signature Date   | 05/31/2024     |
| Comment<br>If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 5:29 AM**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|  |                               |
|--|-------------------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                               |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP  | 06/28/2022                    |
| Authorized Representative's Full Name  | Frances Sassin                |
| Authorized Representative's Title  | Director of Business Services |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 5:30 AM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |     |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |     |
|---|-----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |
|---|-----|

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111et seq.<br>SACS 3010                | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b><br>ESEA Sec. 3102<br>SACS 4201                                 | No  |
| <b>Title IV, Part A (Student and School Support)</b><br>ESSA Sec. 4101<br>SACS 4127       | Yes |

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Report Date:5/30/2024

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California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 5:30 AM

## 2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:10 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

**Homeless Liaison Contact Information**

|  |                                    |
|--|------------------------------------|
| Homeless liaison first name  | Shannon                            |
| Homeless liaison last name   | Doss                               |
| Homeless liaison title   | Social Worker                      |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-461-1667                       |
| Homeless liaison telephone extension   |                                    |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.01                               |

**Homeless Liaison Training Information****\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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Page 1 of 3

**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:10 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|  |     |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel:   |     |
| Principals and other school leaders  | Yes |
| Attendance officers and registrars   | Yes |
| Teachers and instructional assistants  | Yes |
| School counselors  | Yes |

**Homeless Education Policy and Requirements**

|  |            |
|--|------------|
| Does the LEA have a written homeless education policy  | Yes        |
| No policy comment  |            |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) |            |
| Date LEA's board approved the homeless education policy  | 08/10/2023 |
| Does the LEA meet the above federal requirements   | Yes        |
| Compliance comment   |            |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) |            |

**Housing Questionnaire Identifying Homeless Children**

|  |     |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth             | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form  | No  |
| Did your LEA administer the housing questionnaire to all student body during the school year                           | Yes |

**Title I, Part A Homeless Expenditures**

|  |          |
|--|----------|
| 2023–24 Title I, Part A LEA allocation   | \$15,147 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$1      |

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Report Date:5/30/2024

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Page 2 of 3

**California Department of Education****Consolidated Application**

California Connections Academy Central Coast (42 75010 0138891)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:10 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$1   |
| Homeless services provided<br><br>(Maximum 500 characters)  | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) |   |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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Page 3 of 3

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Certified  
Saved by: charter impact  
Date: 5/23/2024 5:59 AM**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                               |
|--|-------------------------------|
| Authorized Representative's Full Name      | Frances Sassin                |
| Authorized Representative's Signature      |                               |
| Authorized Representative's Title          | Director of Business Services |
| Authorized Representative's Signature Date | 05/31/2024                    |

**\*\*\*Warning\*\*\***

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Report Date:5/23/2024

R02

Page 1 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 6:00 AM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|  |                |
|--|----------------|
| The authorized representative agrees to the above statement  | Yes            |
| Authorized Representative's Full Name  | Richard Savage |
| Authorized Representative's Title  | Superintendent |
| Authorized Representative's Signature Date   | 05/31/2024     |
| Comment<br>If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                |

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Report Date:5/23/2024

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Page 2 of 5



**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 6:01 AM**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|  |                               |
|--|-------------------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                               |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP  | 06/28/2022                    |
| Authorized Representative's Full Name  | Frances Sassin                |
| Authorized Representative's Title  | Director of Business Services |

**\*\*\*Warning\*\*\***

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Report Date:5/23/2024

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Page 3 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 6:02 AM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |     |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |     |
|---|-----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |
|---|-----|

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111 et seq.<br>SACS 3010               | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b><br>ESEA Sec. 3102<br>SACS 4201                                 | No  |
| <b>Title IV, Part A (Student and School Support)</b><br>ESSA Sec. 4101<br>SACS 4127       | Yes |

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Report Date:5/23/2024

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Page 4 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 6:02 AM**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

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Report Date:5/23/2024

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Page 5 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 3:12 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |          |
|-------------------------------------|----------|
| 2023–24 Title II, Part A allocation | \$22,728 |
| Transferred-in amount               | \$0      |
| Transferred-out amount              | \$0      |
| 2023–24 Total allocation            | \$22,728 |

**Professional Development Expenditures**

|   |          |
|---|----------|
| Professional development for teachers       | \$22,728 |
| Professional development for administrators | \$0      |
| Consulting/Professional services            | \$0      |
| Induction programs                          | \$0      |
| Books and other supplies                    | \$0      |
| Dues and membership                         | \$0      |
| Travel and conferences                      | \$0      |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |          |
|--|----------|
| Direct administrative costs                      | \$0      |
| Indirect costs                                   | \$0      |
| Equitable services for nonprofit private schools | \$0      |
| Total expenditures                               | \$22,728 |
| 2023–24 Unspent funds                            | \$0      |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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Page 1 of 4

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 3:14 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

**Homeless Liaison Contact Information**

|  |                                    |
|--|------------------------------------|
| Homeless liaison first name  | Shannon                            |
| Homeless liaison last name   | Doss                               |
| Homeless liaison title   | Social Worker                      |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-461-1667                       |
| Homeless liaison telephone extension   |                                    |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.04                               |

**Homeless Liaison Training Information****\*\*\*Warning\*\*\***

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Report Date:5/30/2024

R02

Page 2 of 4

**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

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**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
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|  |     |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel:   |     |
| Principals and other school leaders  | Yes |
| Attendance officers and registrars   | Yes |
| Teachers and instructional assistants  | Yes |
| School counselors  | Yes |

**Homeless Education Policy and Requirements**

|  |            |
|--|------------|
| Does the LEA have a written homeless education policy  | Yes        |
| No policy comment  |            |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) |            |
| Date LEA's board approved the homeless education policy  | 05/24/2022 |
| Does the LEA meet the above federal requirements   | Yes        |
| Compliance comment   |            |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) |            |

**Housing Questionnaire Identifying Homeless Children**

|  |     |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth             | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form  | No  |
| Did your LEA administer the housing questionnaire to all student body during the school year                           | Yes |

**Title I, Part A Homeless Expenditures**

|  |           |
|--|-----------|
| 2023–24 Title I, Part A LEA allocation   | \$147,084 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$141     |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

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**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$141   |
| Homeless services provided<br><br>(Maximum 500 characters)  | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) |   |

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 3:11 PM**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |          |
|-------------------------------------|----------|
| 2022–23 Title II, Part A allocation | \$22,565 |
| Transferred–in amount               | \$0      |
| Transferred–out amount              | \$0      |
| 2022–23 Total allocation            | \$22,565 |

**Professional Development Expenditures**

|   |          |
|---|----------|
| Professional development for teachers       | \$22,565 |
| Professional development for administrators | \$0      |
| Consulting/Professional services            | \$0      |
| Induction programs                          | \$0      |
| Books and other supplies                    | \$0      |
| Dues and membership                         | \$0      |
| Travel and conferences                      | \$0      |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |          |
|--|----------|
| Direct administrative costs                      | \$0      |
| Indirect costs                                   | \$0      |
| Equitable services for nonprofit private schools | \$0      |
| Total expenditures                               | \$22,565 |
| 2022–23 Unspent funds                            | \$0      |

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Certified  
Saved by: charter impact  
Date: 5/30/2024 4:23 PM**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.toc.asp>.

**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                               |
|--|-------------------------------|
| Authorized Representative's Full Name      | Frances Sassin                |
| Authorized Representative's Signature      |                               |
| Authorized Representative's Title          | Director of Business Services |
| Authorized Representative's Signature Date | 05/31/2024                    |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 4:23 PM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|  |                |
|--|----------------|
| The authorized representative agrees to the above statement  | Yes            |
| Authorized Representative's Full Name  | Richard Savage |
| Authorized Representative's Title  | Superintendent |
| Authorized Representative's Signature Date   | 05/31/2024     |
| Comment<br>If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                |

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 4:23 PM**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|  |                               |
|--|-------------------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                               |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP  | 06/28/2022                    |
| Authorized Representative's Full Name  | Frances Sassin                |
| Authorized Representative's Title  | Director of Business Services |

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Report Date:5/30/2024

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Page 3 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 4:24 PM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |     |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |     |
|---|-----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |
|---|-----|

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111 et seq.<br>SACS 3010               | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b><br>ESEA Sec. 3102<br>SACS 4201                                 | No  |
| <b>Title IV, Part A (Student and School Support)</b><br>ESSA Sec. 4101<br>SACS 4127       | Yes |

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**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft

Saved by: charter impact

Date: 5/30/2024 4:24 PM

**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

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Report Date:5/30/2024

R02

Page 5 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 4:25 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

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**CDE Program Contact:**

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Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

**Homeless Liaison Contact Information**

|  |                                    |
|--|------------------------------------|
| Homeless liaison first name  | Shannon                            |
| Homeless liaison last name   | Doss                               |
| Homeless liaison title   | Social Worker                      |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-461-1667                       |
| Homeless liaison telephone extension   |                                    |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.04                               |

**Homeless Liaison Training Information****\*\*\*Warning\*\*\***

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**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

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|  |     |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel:   |     |
| Principals and other school leaders  | Yes |
| Attendance officers and registrars   | Yes |
| Teachers and instructional assistants  | Yes |
| School counselors  | Yes |

**Homeless Education Policy and Requirements**

|  |            |
|--|------------|
| Does the LEA have a written homeless education policy  | Yes        |
| No policy comment  |            |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) |            |
| Date LEA's board approved the homeless education policy  | 05/24/2022 |
| Does the LEA meet the above federal requirements   | Yes        |
| Compliance comment   |            |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) |            |

**Housing Questionnaire Identifying Homeless Children**

|  |     |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth             | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form  | No  |
| Did your LEA administer the housing questionnaire to all student body during the school year                           | Yes |

**Title I, Part A Homeless Expenditures**

|  |          |
|--|----------|
| 2023–24 Title I, Part A LEA allocation   | \$47,155 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$1      |

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 4:25 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

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Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$1   |
| Homeless services provided<br><br>(Maximum 500 characters)  | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) |   |

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Certified  
 Saved by: charter impact  
 Date: 5/23/2024 9:51 AM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                               |
|--|-------------------------------|
| Authorized Representative's Full Name      | Frances Sassin                |
| Authorized Representative's Signature      |                               |
| Authorized Representative's Title          | Director of Business Services |
| Authorized Representative's Signature Date | 05/31/2024                    |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 9:51 AM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|   |                |
|---|----------------|
| The authorized representative agrees to the above statement   | Yes            |
| Authorized Representative's Full Name   | Richard Savage |
| Authorized Representative's Title   | Superintendent |
| Authorized Representative's Signature Date  | 05/31/2024     |
| Comment   |                |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

R02

Page 2 of 5

**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 9:52 AM**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|  |                               |
|--|-------------------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                               |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP  | 06/28/2022                    |
| Authorized Representative's Full Name  | Frances Sassin                |
| Authorized Representative's Title  | Director of Business Services |

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Report Date:5/30/2024

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Page 3 of 5

**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 9:52 AM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |     |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |     |
|---|-----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |
|---|-----|

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111et seq.<br>SACS 3010                | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b><br>ESEA Sec. 3102<br>SACS 4201                                 | No  |
| <b>Title IV, Part A (Student and School Support)</b><br>ESSA Sec. 4101<br>SACS 4127       | Yes |

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft

Saved by: charter impact

Date: 5/23/2024 9:52 AM

**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:02 PM**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |         |
|-------------------------------------|---------|
| 2022–23 Title II, Part A allocation | \$4,929 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2022–23 Total allocation            | \$4,929 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$4,929 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$4,929 |
| 2022–23 Unspent funds                            | \$0     |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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Page 1 of 1

**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:03 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |         |
|-------------------------------------|---------|
| 2023–24 Title II, Part A allocation | \$4,744 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2023–24 Total allocation            | \$4,744 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$4,744 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$4,744 |
| 2023–24 Unspent funds                            | \$0     |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

R02

Page 1 of 4

**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:05 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

**Homeless Liaison Contact Information**

|  |                                    |
|--|------------------------------------|
| Homeless liaison first name  | Shannon                            |
| Homeless liaison last name   | Doss                               |
| Homeless liaison title   | Social Worker                      |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-461-1667                       |
| Homeless liaison telephone extension   |                                    |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.01                               |

**Homeless Liaison Training Information****\*\*\*Warning\*\*\***

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Report Date:5/30/2024

R02

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:05 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|  |     |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel:   |     |
| Principals and other school leaders  | Yes |
| Attendance officers and registrars   | Yes |
| Teachers and instructional assistants  | Yes |
| School counselors  | Yes |

**Homeless Education Policy and Requirements**

|  |            |
|--|------------|
| Does the LEA have a written homeless education policy  | Yes        |
| No policy comment  |            |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) |            |
| Date LEA's board approved the homeless education policy  | 08/10/2023 |
| Does the LEA meet the above federal requirements   | Yes        |
| Compliance comment   |            |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) |            |

**Housing Questionnaire Identifying Homeless Children**

|  |     |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth             | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form  | No  |
| Did your LEA administer the housing questionnaire to all student body during the school year                           | Yes |

**Title I, Part A Homeless Expenditures**

|  |          |
|--|----------|
| 2023–24 Title I, Part A LEA allocation   | \$33,456 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$35     |

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Report Date:5/30/2024

R02

Page 3 of 4

**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:05 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$35  |
| Homeless services provided<br><br>(Maximum 500 characters)  | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) |   |

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Report Date:5/30/2024

R02

Page 4 of 4

**California Department of Education****Consolidated Application**

California Connections Academy Northern California (39 68650 0125849)

Status: Certified  
Saved by: charter impact  
Date: 5/23/2024 7:31 AM**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.toc.asp>.

**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                               |
|--|-------------------------------|
| Authorized Representative's Full Name      | Frances Sassin                |
| Authorized Representative's Signature      |                               |
| Authorized Representative's Title          | Director of Business Services |
| Authorized Representative's Signature Date | 05/31/2024                    |

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Report Date:5/23/2024

R02

Page 1 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Northern California (39 68650 0125849)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 7:31 AM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|   |                |
|---|----------------|
| The authorized representative agrees to the above statement   | Yes            |
| Authorized Representative's Full Name   | Richard Savage |
| Authorized Representative's Title   | Superintendent |
| Authorized Representative's Signature Date  | 05/31/2024     |
| Comment   |                |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                |

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Report Date:5/23/2024

R02

Page 2 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Northern California (39 68650 0125849)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 7:32 AM**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|  |                               |
|--|-------------------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                               |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP  | 06/28/2022                    |
| Authorized Representative's Full Name  | Frances Sassin                |
| Authorized Representative's Title  | Director of Business Services |

**\*\*\*Warning\*\*\***

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Report Date:5/23/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Northern California (39 68650 0125849)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 7:32 AM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |     |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |    |
|---|----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | No |
|---|----|

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111 et seq.<br>SACS 3010               | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b><br>ESEA Sec. 3102<br>SACS 4201                                 | No  |
| <b>Title IV, Part A (Student and School Support)</b><br>ESSA Sec. 4101<br>SACS 4127       | Yes |

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Report Date:5/23/2024

R02

Page 4 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Northern California (39 68650 0125849)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 7:33 AM**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

**\*\*\*Warning\*\*\***

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Report Date:5/23/2024

R02

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:03 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |         |
|-------------------------------------|---------|
| 2023–24 Title II, Part A allocation | \$4,744 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2023–24 Total allocation            | \$4,744 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$4,744 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$4,744 |
| 2023–24 Unspent funds                            | \$0     |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:05 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

**Homeless Liaison Contact Information**

|  |                                    |
|--|------------------------------------|
| Homeless liaison first name  | Shannon                            |
| Homeless liaison last name   | Doss                               |
| Homeless liaison title   | Social Worker                      |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-461-1667                       |
| Homeless liaison telephone extension   |                                    |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.01                               |

**Homeless Liaison Training Information****\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:05 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|  |     |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel:   |     |
| Principals and other school leaders  | Yes |
| Attendance officers and registrars   | Yes |
| Teachers and instructional assistants  | Yes |
| School counselors  | Yes |

**Homeless Education Policy and Requirements**

|  |            |
|--|------------|
| Does the LEA have a written homeless education policy  | Yes        |
| No policy comment  |            |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) |            |
| Date LEA's board approved the homeless education policy  | 08/10/2023 |
| Does the LEA meet the above federal requirements   | Yes        |
| Compliance comment   |            |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) |            |

**Housing Questionnaire Identifying Homeless Children**

|  |     |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth             | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form  | No  |
| Did your LEA administer the housing questionnaire to all student body during the school year                           | Yes |

**Title I, Part A Homeless Expenditures**

|  |          |
|--|----------|
| 2023–24 Title I, Part A LEA allocation   | \$33,456 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$35     |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:05 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$35  |
| Homeless services provided<br><br>(Maximum 500 characters)  | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) |   |

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Report Date:5/30/2024

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Page 4 of 4

**California Department of Education****Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 5:02 PM**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |         |
|-------------------------------------|---------|
| 2022–23 Title II, Part A allocation | \$4,929 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2022–23 Total allocation            | \$4,929 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$4,929 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$4,929 |
| 2022–23 Unspent funds                            | \$0     |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Certified

Saved by: charter impact

Date: 5/23/2024 8:28 AM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                               |
|--|-------------------------------|
| Authorized Representative's Full Name      | Frances Sassin                |
| Authorized Representative's Signature      |                               |
| Authorized Representative's Title          | Director of Business Services |
| Authorized Representative's Signature Date | 05/31/2024                    |

**\*\*\*Warning\*\*\***

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Report Date:5/23/2024

R02

Page 1 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 8:29 AM**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|   |                |
|---|----------------|
| The authorized representative agrees to the above statement   | Yes            |
| Authorized Representative's Full Name   | Richard Savage |
| Authorized Representative's Title   | Superintendent |
| Authorized Representative's Signature Date  | 05/31/2024     |
| Comment   |                |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                |

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Report Date:5/23/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 8:29 AM**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|  |                               |
|--|-------------------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                               |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP  | 08/10/2023                    |
| Authorized Representative's Full Name  | Frances Sassin                |
| Authorized Representative's Title  | Director of Business Services |

**\*\*\*Warning\*\*\***

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Report Date:5/23/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/23/2024 8:30 AM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |     |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |     |
|---|-----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |
|---|-----|

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111 et seq.<br>SACS 3010               | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b><br>ESEA Sec. 3102<br>SACS 4201                                 | No  |
| <b>Title IV, Part A (Student and School Support)</b><br>ESSA Sec. 4101<br>SACS 4127       | Yes |

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft

Saved by: charter impact

Date: 5/23/2024 8:30 AM

**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

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Report Date:5/23/2024

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Page 5 of 5

**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 2:58 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |           |
|-------------------------------------|-----------|
| 2023–24 Title II, Part A allocation | \$138,241 |
| Transferred–in amount               | \$0       |
| Transferred–out amount              | \$0       |
| 2023–24 Total allocation            | \$138,241 |

**Professional Development Expenditures**

|   |           |
|---|-----------|
| Professional development for teachers       | \$138,241 |
| Professional development for administrators | \$0       |
| Consulting/Professional services            | \$0       |
| Induction programs                          | \$0       |
| Books and other supplies                    | \$0       |
| Dues and membership                         | \$0       |
| Travel and conferences                      | \$0       |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |           |
|--|-----------|
| Direct administrative costs                      | \$0       |
| Indirect costs                                   | \$0       |
| Equitable services for nonprofit private schools | \$0       |
| Total expenditures                               | \$138,241 |
| 2023–24 Unspent funds                            | \$0       |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 3:01 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

**Homeless Liaison Contact Information**

|  |                                    |
|--|------------------------------------|
| Homeless liaison first name  | Shannon                            |
| Homeless liaison last name   | Doss                               |
| Homeless liaison title   | Social Worker                      |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-461-1667                       |
| Homeless liaison telephone extension   |                                    |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.25                               |

**Homeless Liaison Training Information****\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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Page 2 of 4

**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 3:01 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|  |     |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel:   |     |
| Principals and other school leaders  | Yes |
| Attendance officers and registrars   | Yes |
| Teachers and instructional assistants  | Yes |
| School counselors  | Yes |

**Homeless Education Policy and Requirements**

|  |            |
|--|------------|
| Does the LEA have a written homeless education policy  | Yes        |
| No policy comment  |            |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) |            |
| Date LEA's board approved the homeless education policy  | 08/23/2021 |
| Does the LEA meet the above federal requirements   | Yes        |
| Compliance comment   |            |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) |            |

**Housing Questionnaire Identifying Homeless Children**

|  |     |
|--|-----|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth             | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form  | No  |
| Did your LEA administer the housing questionnaire to all student body during the school year                           | Yes |

**Title I, Part A Homeless Expenditures**

|  |           |
|--|-----------|
| 2023–24 Title I, Part A LEA allocation   | \$793,988 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$957     |

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:5/30/2024

R02

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 3:01 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$957   |
| Homeless services provided<br><br>(Maximum 500 characters)  | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) |   |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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**California Department of Education****Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
Saved by: charter impact  
Date: 5/30/2024 2:56 PM**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

|                                     |           |
|-------------------------------------|-----------|
| 2022–23 Title II, Part A allocation | \$131,587 |
| Transferred–in amount               | \$0       |
| Transferred–out amount              | \$0       |
| 2022–23 Total allocation            | \$131,587 |

**Professional Development Expenditures**

|   |           |
|---|-----------|
| Professional development for teachers       | \$131,587 |
| Professional development for administrators | \$0       |
| Consulting/Professional services            | \$0       |
| Induction programs                          | \$0       |
| Books and other supplies                    | \$0       |
| Dues and membership                         | \$0       |
| Travel and conferences                      | \$0       |

**Personnel and Other Authorized Activities**

|  |     |
|--|-----|
| Certificated personnel salaries              | \$0 |
| Classified personnel salaries                | \$0 |
| Employee benefits                            | \$0 |
| Developing or improving an evaluation system | \$0 |
| Recruitment activities                       | \$0 |
| Retention activities                         | \$0 |
| Class size reduction                         | \$0 |

**Program Expenditures**

|  |           |
|--|-----------|
| Direct administrative costs                      | \$0       |
| Indirect costs                                   | \$0       |
| Equitable services for nonprofit private schools | \$0       |
| Total expenditures                               | \$131,587 |
| 2022–23 Unspent funds                            | \$0       |

**\*\*\*Warning\*\*\***

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Report Date:5/30/2024

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## Coversheet

### Approval of CalOPS Local Control and Accountability Plan (LCAP) Annual Updates (attached)

**Section:** V. Action Items

**Item:** F. Approval of CalOPS Local Control and Accountability Plan (LCAP)  
Annual Updates (attached)

**Purpose:** Vote

**Submitted by:**

**Related Material:**

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Central\_Coast\_20240530.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Northern\_California\_20240529.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_North\_Bay\_20240529.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Central\_Valley\_20240530.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Southern\_California\_20240529.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Monterey\_Bay\_20240529.pdf

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name          | Contact Name and Title               | Email and Phone                           |
|--|--------------------------------------|---|
| California Connections Academy Central Coast | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-461-1667 |



## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|--|---|---|--|
|  |   |  |   |   |  |
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | In 2021-2022, the median percent progress towards Typical Growth in Reading was 83% | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready    | In 2019-2020, the median percent progress towards Typical Growth in Math was 71%    | In 2020-2021, the median percent progress towards Typical Growth in Math was 86%     | In 2021-2022, the median percent progress towards Typical Growth in Math was 79%    | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%      | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%    |
| Increase English Learner reclassification rates                                      | No baseline   | In 2021-2022 the RFEP rate was 50%   | In 2022-2023 the RFEP rate was 20%  | In January 2024 the RFEP rate is 0%   | The desired outcome for 2023-2024 is an RFEP rate of 28%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

### Monitoring Progress in Reading and Math:

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

### Increasing English Learner Reclassification Rates:

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

### Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

### Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

### Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. |

### Measuring and Reporting Results

| Metric                                    | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7%      | In 2020-2021, the average biweekly contact rate was 94.9%      | In 2021-2022, the average biweekly contact rate was 99.3%      | As of January 2024, the average biweekly contact rate was 98%. | The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%         |
| Decrease chronic absenteeism              | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | The 2022-2023 chronic absenteeism rate after month 7 was 5.16% | The chronic absenteeism rate after month 3 was 4.05%           | The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate            | The 2019-2020 suspension rate was 0%                           | The 2020-2021 suspension rate was 0%                           | The 2021-2022 suspension rate was 0%                           | As of January 2024, our suspension rate was 0%.                | The desired outcome for 2023-2024 is 0%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

### Biweekly Contact:

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

### Chronic Absenteeism:

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

### Suspension Rate:

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

### Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

### Metrics:



Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges. Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. |

### Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome                                       | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|---|--|--|---|
|   |  |   |  |  |   |
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021 the average course pass rate was 87.8%                 | In 2021-2022 the average course pass rate was 93%    | 23-24 School year quarter one results in project success were 95.2% (This is an annual goal) | The desired outcome for 2023-2024 is an average course pass rate of 93.7% |
| Increase summer school course pass rates  | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72%                | In the summer of 2022, the course pass rates was 85% | In the summer of 2023 the course pass rates was 83%  | The desired outcome for the summer of 2023 is 86.5%                       |
| Increase graduation rates   | The 2019-2020 grad rate was 50%                      | * (There are not enough students for a graduation rate (2020-2021)) | The 2021-2022 grad rate was 90.9%                    | The 2022-2023 grad rate was 90.9%  | The desired outcome for the 2023-2024 grad rate is 91.8%                  |
| Increase the percentage of students completing a-g requirements.                                    | No baseline  | No baseline   | No baseline  | In 2022-2023, the percentage of students completing a-g requirements was 30%                 | The desired outcome for the 2023-2024 school year is 10%                  |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric   | Baseline                                       | Year 1 Outcome                                 | Year 2 Outcome                                 | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name                | Contact Name and Title               | Email and Phone                           |
|--|--------------------------------------|---|
| California Connections Academy Northern California | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-461-1667 |

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|---|--|---|--|
|  |   |   |  |   |  |
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021 the median percent progress towards Typical Growth in Reading was 100% | In 2021-2022 the median percent progress towards Typical Growth in Reading was 83% | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready    | In 2019-2020, the median percent progress towards Typical Growth in Math was 71%    | In 2020-2021, the median percent progress towards Typical Growth in Math was 86%    | In 2021-2022 the median percent progress towards Typical Growth in Math was 79%    | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%      | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%    |
| Increase English Learner reclassification rates                                      | In 2020-2021 the RFEP rate was 3.3%   | In 2021-2022 the RFEP rate was 5.38%  | In 2022-2023 the RFEP rate was 9.15%   | In January 2024 the RFEP rate is 2%   | The desired outcome for 2023-2024 is an RFEP rate of 18.24%  |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.



## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

### Monitoring Progress in Reading and Math:

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

### Increasing English Learner Reclassification Rates:

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

### Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

### Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

### Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. |

### Measuring and Reporting Results

| Metric                                    | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7%      | In 2020-2021, the average biweekly contact rate was 94.9%      | In 2021-2022, the average biweekly contact rate was 99.3%      | As of January 2024, the average biweekly contact rate was 98%. | The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%         |
| Decrease chronic absenteeism              | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | The 2022-2023 chronic absenteeism rate after month 7 was 5.16% | The chronic absenteeism rate after month 3 was 4.05%           | The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate            | The 2019-2020 suspension rate was 0%                           | The 2020-2021 suspension rate was 0%                           | The 2021-2022 suspension rate was 0%                           | As of January 2024, our suspension rate was 0%.                | The desired outcome for 2023-2024 is 0%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

### Biweekly Contact:

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

### Chronic Absenteeism:

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

### Suspension Rate:

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

### Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

### Metrics:

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. |

### Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|---|--|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3%                           | In 2020-2021, the average course pass rate was 87.7%                           | In 2021-2022, the average course pass rate was 93%                              | 23-24 School year quarter one results in project success were 95.2% (This is an annual goal) | The desired outcome for 2023-2024 is an average course pass rate of 93.7% |
| Increase summer school course pass rates  | In the summer of 2020, the course pass rates was 77%                           | In the summer of 2021, the course pass rates was 72%                           | In the summer of 2022, the course pass rates was 85%                            | In the summer of 2023 the course pass rates was 83%  | The desired outcome for the summer of 2023 is 86.5%                       |
| Increase graduation rates   | The 2019-2020 grad rate was 62.6%  | The 2020-2021 grad rate was 70.2%  | The 2021-2022 grad rate was 81.7%   | The 2022-2023 grad rate was 73.2%  | The desired outcome for the 2023-2024 grad rate is 83.5%                  |
| Increase the percentage of students completing a-g requirements.                                    | In 2019-2020, the percentage of students completing a-g requirements was 17.1% | In 2020-2021, the percentage of students completing a-g requirements was 15.2% | In 2021-2022, the percentage of students completing a-g requirements was 17.84% | In 2022-2023, the percentage of students completing a-g requirements was 33%                 | The desired outcome for the 2023-2024 school year is 26.1%                |

### Goal Analysis



An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project



Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric   | Baseline                                       | Year 1 Outcome                                 | Year 2 Outcome                                 | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name      | Contact Name and Title               | Email and Phone                           |
|--|--------------------------------------|---|
| California Connections Academy North Bay | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-467-1667 |

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|---|---|--|---|---|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021 the median percent progress towards Typical Growth in Reading was 100% | In 2021-2022 the median percent progress towards Typical Growth in Reading was 83% | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Reading will be 84.7% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready    | In 2019-2020, the median percent progress towards Typical Growth in Math was 71%    | In 2020-2021, the median percent progress towards Typical Growth in Math was 86%    | In 2021-2022, the median percent progress towards Typical Growth in Math was 79%   | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%      | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%   |
| Increase English Learner reclassification rates                                      | No baseline (2020-2021)   | In 2021-2022 the RFEP rate was 20%  | In 2022-2023 the RFEP rate was 0%  | In January 2024 the RFEP rate is 0%   | The desired outcome for 2023-2024 is an RFEP rate of 10%  |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

### Monitoring Progress in Reading and Math:

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

### Increasing English Learner Reclassification Rates:

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

### Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

### Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

### Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. |

### Measuring and Reporting Results

| Metric                                    | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7%      | In 2020-2021, the average biweekly contact rate was 94.9%      | In 2021-2022, the average biweekly contact rate was 99.3%      | As of January 2024, the average biweekly contact rate was 98%. | The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%         |
| Decrease chronic absenteeism              | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | The 2022-2023 chronic absenteeism rate after month 7 was 5.16% | The chronic absenteeism rate after month 3 was 4.05%           | The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate            | The 2019-2020 suspension rate was 0%                           | The 2020-2021 suspension rate was 0%                           | The 2021-2022 suspension rate was 0%                           | As of January 2024, our suspension rate was 0%.                | The desired outcome for 2023-2024 is 0%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

### Biweekly Contact:

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

### Chronic Absenteeism:

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

### Suspension Rate:

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

### Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

### Metrics:

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. |

### Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|---|--|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3%                           | In 2020-2021, the average course pass rate was 87.8%                           | In 2021-2022, the average course pass rate was 93%                              | 23-24 School year quarter one results in project success were 95.2% (This is an annual goal) | The desired outcome for 2023-2024 is an average course pass rate of 93.7% |
| Increase summer school course pass rates  | In the summer of 2020, the course pass rates was 77%                           | In the summer of 2021, the course pass rates was 72%                           | In the summer of 2022, the course pass rates was 85%                            | In the summer of 2023 the course pass rates was 83%  | The desired outcome for the summer of 2023 is 86.5%                       |
| Increase graduation rates   | The 2019-2020 grad rate was 63.4%  | The 2020-2021 grad rate was 58.8%  | The 2021-2022 grad rate was 77.8%   | The 2022-2023 grad rate was 64.5%  | The desired outcome for the 2023-2024 grad rate is 80%                    |
| Increase the percentage of students completing a-g requirements.                                    | In 2019-2020, the percentage of students completing a-g requirements was 26.3% | In 2020-2021, the percentage of students completing a-g requirements was 34.3% | In 2021-2022, the percentage of students completing a-g requirements was 17.14% | In 2022-2023, the percentage of students completing a-g requirements was 26%                 | The desired outcome for the 2023-2024 school year is 25.43%               |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric   | Baseline                                       | Year 1 Outcome                                 | Year 2 Outcome                                 | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.



- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name           | Contact Name and Title               | Email and Phone                           |
|---|--------------------------------------|---|
| California Connections Academy Central Valley | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-461-1667 |

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|--|---|---|--|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | In 2021-2022, the median percent progress towards Typical Growth in Reading was 83% | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready    | In 2019-2020, the median percent progress towards Typical Growth in Math was 71%    | In 2020-2021, the median percent progress towards Typical Growth in Math was 86%     | In 2021-2022, the median percent progress towards Typical Growth in Math was 79%    | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%      | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%    |
| Increase English Learner reclassification rates                                      | In 2020-2021 the RFEP rate was 15.8%  | In 2021-2022 the RFEP rate was 6.45%   | In 2022-2023 the RFEP rate was 8.75%  | In January 2024 the RFEP rate is 0%   | The desired outcome for 2023-2024 is an RFEP rate of 17.9%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

### Monitoring Progress in Reading and Math:

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

### Increasing English Learner Reclassification Rates:

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

### Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

### Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

### Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. |

### Measuring and Reporting Results

| Metric                                    | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7%      | In 2020-2021, the average biweekly contact rate was 94.9%      | In 2021-2022, the average biweekly contact rate was 99.3%      | As of January 2024, the average biweekly contact rate was 98%. | The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%         |
| Decrease chronic absenteeism              | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | The 2022-2023 chronic absenteeism rate after month 7 was 5.16% | The chronic absenteeism rate after month 3 was 4.05%           | The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate            | The 2019-2020 suspension rate was 0%                           | The 2020-2021 suspension rate was 0%                           | The 2021-2022 suspension rate was 0%                           | As of January 2024, our suspension rate was 0%.                | The desired outcome for 2023-2024 is 0%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.



## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

### Biweekly Contact:

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

### Chronic Absenteeism:

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

### Suspension Rate:

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

### Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

### Metrics:

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. |

### Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|---|--|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3%                           | In 2020-2021, the average course pass rate was 87.8%                           | In 2021-2022, the average course pass rate was 93%                            | 23-24 School year quarter one results in project success were 95.2% (This is an annual goal) | The desired outcome for 2023-2024 is an average course pass rate of 93.7% |
| Increase summer school course pass rates  | In the summer of 2020, the course pass rates was 77%                           | In the summer of 2021, the course pass rates was 72%                           | In the summer of 2022, the course pass rates was 85%                          | In the summer of 2023 the course pass rates was 83%  | The desired outcome for the summer of 2023 is 86.5%                       |
| Increase graduation rates   | The 2019-2020 grad rate was 55.3%  | The 2020-2021 grad rate was 68.1%  | The 2021-2022 grad rate was 78.2%   | The 2022-2023 grad rate was 77.3%  | The desired outcome for the 2023-2024 grad rate is 80.4%                  |
| Increase the percentage of students completing a-g requirements.                                    | In 2019-2020, the percentage of students completing a-g requirements was 11.1% | In 2020-2021, the percentage of students completing a-g requirements was 12.8% | In 2021-2022, the percentage of students completing a-g requirements was 9.5% | In 2022-2023, the percentage of students completing a-g requirements was 25%                 | The desired outcome for the 2023-2024 school year is 18.6%                |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric   | Baseline                                       | Year 1 Outcome                                 | Year 2 Outcome                                 | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name                | Contact Name and Title               | Email and Phone                             |
|--|--------------------------------------|---|
| California Connections Academy Southern California | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>(949) 461-1667 |



## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|--|---|---|--|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | In 2021-2022, the median percent progress towards Typical Growth in Reading was 83% | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready    | In 2019-2020, the median percent progress towards Typical Growth in Math was 71%    | In 2020-2021 the median percent progress towards Typical Growth in Math was 86%      | In 2021-2022 the median percent progress towards Typical Growth in Math was 79%     | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%      | The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Math will be 81.1%     |
| Increase English Learner reclassification rates                                      | In 2020-2021 the RFEP rate was 12.3%  | In 2021-2022 the RFEP rate was 8.61%   | In 2022-2023 the RFEP rate was 9.24%  | In 2023-2024, the RFEP rate through month 8 was 8.96%   | The desired outcome for 2023-2024 is an RFEP rate of 18.32%  |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

### Monitoring Progress in Reading and Math:

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

### Increasing English Learner Reclassification Rates:

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

### Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

### Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

### Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. |

### Measuring and Reporting Results

| Metric                                    | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|--|--|--|--|--|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7%      | In 2020-2021, the average biweekly contact rate was 94.9%      | In 2021-2022, the average biweekly contact rate was 99.3%      | At the end of quarter 1 of the 23-24 school year, the average biweekly contact rate was 98%. | The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%.         |
| Decrease chronic absenteeism              | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | The 2022-2023 chronic absenteeism rate after month 7 was 5.16% | The chronic absenteeism rate after month 3 was 4.05%   | The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%. |
| Maintain a low suspension rate            | The 2019-2020 suspension rate was 0%                           | The 2020-2021 suspension rate was 0%                           | The 2021-2022 suspension rate was 0%                           | As of January 2024, our suspension rate was 0%.  | The desired outcome for 2023-2024 is 0%  |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

### Biweekly Contact:

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

### Chronic Absenteeism:

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

### Suspension Rate:

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

### Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

### Metrics:



Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. |

### Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3%                           | In 2020-2021 the average course pass rate was 87.8%                            | In 2021-2022 the average course pass rate was 93%                            | 23-24 School year quarter one results in project success were 95.2% (This is an annual goal) | The desired outcome for 2023-2024 is an average course pass rate of 93.7% |
| Increase summer school course pass rates  | In the summer of 2020, the course pass rates was 77%                           | In the summer of 2021 the course pass rates was 72%                            | In the summer of 2022 the course pass rates was 85%                          | In the summer of 2023 the course pass rates was 83%  | The desired outcome for the summer of 2023 is 86.5%.                      |
| Increase graduation rates   | The 2019-2020 grad rate was 67.2%  | The 2020-2021 grad rate was 75.1%  | The 2021-2022 grad rate was 86.3%  | The 2022-2023 grad rate was 78.4%  | The desired outcome for the 2023-2024 grad rate is 87.67%                 |
| Increase the percentage of students completing a-g requirements.                                    | In 2019-2020, the percentage of students completing a-g requirements was 17.1% | In 2020-2021, the percentage of students completing a-g requirements was 21.4% | In 2021-2022, the percentage of students completing a-g requirements was 24% | In 2022-2023, the percentage of students completing a-g requirements was 37%                 | The desired outcome for the 2023-2024 school year is 31.6%                |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric   | Baseline                                       | Year 1 Outcome                                 | Year 2 Outcome                                 | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name         | Contact Name and Title               | Email and Phone                           |
|---|--------------------------------------|---|
| California Connections Academy Monterey Bay | Dr. Richard Savage<br>Superintendent | rsavage@claiforniaops.org<br>949-461-1667 |

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|--|---|---|--|
| The median percent progress towards Typical Growth in Reading as measured by i-Ready | In 2019-2020, the median percent progress towards Typical Growth in Reading was 80% | In 2020-2021, the median percent progress towards Typical Growth in Reading was 100% | In 2021-2022, the median percent progress towards Typical Growth in Reading was 83% | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7% |
| The median percent progress towards Typical Growth in Math as measured by i-Ready    | In 2019-2020, the median percent progress towards Typical Growth in Math was 71%    | In 2020-2021, the median percent progress towards Typical Growth in Math was 86%     | In 2021-2022, the median percent progress towards Typical Growth in Math was 79%    | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%      | The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%    |
| Increase English Learner reclassification rates                                      | In 2020-2021 the RFEP rate was 10%  | In 2021-2022 the RFEP rate was 8.33%   | In 2022-2023 the RFEP rate was 15.79%   | In January 2024 the RFEP rate is 0%   | The desired outcome for 2023-2024 is an RFEP rate of 24.21%  |

### Goal Analysis



An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.



## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

### Monitoring Progress in Reading and Math:

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

### Increasing English Learner Reclassification Rates:

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

### Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

### Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

### Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. |

### Measuring and Reporting Results

| Metric                                    | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Maintain a high rate of biweekly contacts | In 2019-2020, the average biweekly contact rate was 82.7%      | In 2020-2021, the average biweekly contact rate was 94.9%      | In 2021-2022, the average biweekly contact rate was 99.3%      | As of January 2024, the average biweekly contact rate was 98%. | The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%         |
| Decrease chronic absenteeism              | The 2020-2021 chronic absenteeism rate after month 7 was 6.44% | The 2021-2022 chronic absenteeism rate after month 7 was 6.95% | The 2022-2023 chronic absenteeism rate after month 7 was 5.16% | The chronic absenteeism rate after month 3 was 4.05%           | The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5% |
| Maintain a low suspension rate            | The 2019-2020 suspension rate was 0%                           | The 2020-2021 suspension rate was 0%                           | The 2021-2022 suspension rate was 0%                           | As of January 2024, our suspension rate was 0%.                | The desired outcome for 2023-2024 is 0%   |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

### Biweekly Contact:

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

### Chronic Absenteeism:

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

### Suspension Rate:

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

### Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

### Metrics:

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. |

### Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| Increase the course pass rates within our in house credit recovery program known as Project Success | In 2019-2020, the average course pass rate was 75.3% | In 2020-2021, the average course pass rate was 87.8%                           | In 2021-2022, the average course pass rate was 93%                             | 23-24 School year quarter one results in project success were 95.2% (This is an annual goal) | The desired outcome for 2023-2024 is an average course pass rate of 93.7% |
| Increase summer school course pass rates  | In the summer of 2020, the course pass rates was 77% | In the summer of 2021, the course pass rates was 72%                           | In the summer of 2022, the course pass rates was 85%                           | In the summer of 2023 the course pass rates was 83%  | The desired outcome for the summer of 2023 is 86.5%                       |
| Increase graduation rates   | The 2019-2020 grad rate was 50%                      | The 2020-2021 grad rate was 73.6%  | The 2021-2022 grad rate was 88.9%  | The 2022-2023 grad rate was 72.4%  | The desired outcome for the 2023-2024 grade rate is 90%.                  |
| Increase the percentage of students prepared and approaching prepared as defined by the CCI         | No baseline  | In 2020-2021, the percentage of students completing a-g requirements was 17.7% | In 2021-2022, the percentage of students completing a-g requirements was 25.4% | In 2022-2023, the percentage of students completing a-g requirements was 41%                 | The desired outcome for the 2023-2024 school year is 32.9%                |

### Goal Analysis



An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project



Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric   | Baseline                                       | Year 1 Outcome                                 | Year 2 Outcome                                 | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Coversheet

## Approval of CalOPS Local Control and Accountability Plans (LCAPs) (attached)

**Section:** V. Action Items  
**Item:** G. Approval of CalOPS Local Control and Accountability Plans (LCAPs) (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Central\_Coast\_20240530.pdf  
2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Northern\_California\_20240530 (1).pdf  
2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Southern\_California\_20240530 (1).pdf  
2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Central\_Valley\_20240530.pdf  
2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_North\_Bay\_20240530 (1).pdf  
2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Monterey\_Bay\_20240530.pdf

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name          | Contact Name and Title               | Email and Phone                           |
|--|--------------------------------------|---|
| California Connections Academy Central Coast | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-461-1667 |

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Central Coast serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Cuyama Joint Unified School District, and enrolls students in three counties: Santa Barbara, Ventura, and San Louis Obispo. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Central Coast program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Central Coast's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency. It is also important to note that on the 2023 Dashboard English Learner Progress, College and Career, and Graduation Rate indicators show no performance color due to student numbers throughout all student groups.

However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Central Coast finds itself listed on the lowest performance level for Academic Performance, encompassing English Language Arts and Mathematics. An in-depth analysis of our school's 2023 Dashboard data shows the lowest level of

performance for English Language Arts was in the Socioeconomically Disadvantage student group with 99.9 points below standard with an increase of 57.7 points from the previous year. In Mathematics, the lowest level of performance was with the Hispanic student group, resulting in 177.9 points below standard, with an increase of 20.5 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Central Coast remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Central Coast.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s)    | Process for Engagement  |
|---------------------------|---|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings  |
| Students                  | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings   |
| Teachers                  | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.                                     |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |
| Other school personnel    | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC   |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.1      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.2      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% |                                  |
| 1.3      | Increase English Learner reclassification rates   | In 2023-2024, the RFEP rate through month 8 was 0%   |                |                | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of .25%   |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 1.1      | Professional Development for Academic Achievement      | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.  | \$14,964.00  | Yes          |
| 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | \$173,300.36 | Yes          |
| 1.3      | Teacher Collaboration for Academic Achievement         | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.  | \$209,974.49 | Yes          |
| 1.4      | Synchronous and Asynchronous Instructional Tools       | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.  | \$12,484.46  | Yes          |
| 1.5      | English Learner Student Achievement                    | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.  | \$10,339.59  | Yes          |
| 1.6      | LTEL Support   | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.   | \$35,266.51  | Yes          |
| 1.7      | Foster and Homeless Academic Achievement               | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation  | \$1,934.36   | Yes          |



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | Maintain a high rate of biweekly contacts | In 2023 - 2024, the average biweekly contact rate was 97.3%       |                |                | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. |                                  |
| 2.2      | Decrease chronic absenteeism              | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% |                |                | The desired outcome for 2026-2027 month 7 chronic   |                                  |

| Metric # | Metric                         | Baseline                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|----------------|----------------|---|----------------------------------|
|          |                                |                                      |                |                | absenteeism rate will be less than 14.34%.              |                                  |
| 2.3      | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% |                |                | The desired outcome for 2026-2027 suspension rate is 0% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. | \$202,649.26 | Yes          |



| Action #   | Title   | Description  | Total Funds  | Contributing |
|------------|---|--|--------------|--------------|
|            |   | The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage with our program. Unduplicated students will be prioritized.   |              |              |
| <b>2.2</b> | Track and Record Daily Student Participation              | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$185,499.52 | No           |
| <b>2.3</b> | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.   | \$123,035.61 | Yes          |
| <b>2.4</b> | Caretaker Engagement Support                              | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.  | \$8,496.05   | Yes          |
| <b>2.5</b> | Social Emotional / Mental Health Supports                 | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.   | \$16,240.46  | No           |

| Action #   | Title   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
|            |   |  |             |              |
| <b>2.6</b> | Increasing Diversity and Inclusion              | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.  | \$2,623.23  | No           |
| <b>2.7</b> | Foster and Homeless Youth Engagement Support    | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$1,769.18  | Yes          |
| <b>2.8</b> | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.  | \$6,268.59  | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 3.1      | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% |                |                | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% |                                  |
| 3.2      | Increase summer school course pass rates  | Increase summer school course pass rates   |                |                | The desired outcome for the summer school course pass rate   |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  |  |                |                | for the summer of 2026 is 87%.   |                                  |
| 3.3      | Maintain graduation rates  | The 2022-2023 no performance color.  |                |                | The desired outcome for the 2025-2026 grad rate is 68%   |                                  |
| 3.4      | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 30% |                |                | The desired outcome of students completing a-g requirements for the 2024-25 school year is 31.5% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action #   | Title                                   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| <b>3.1</b> | 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           |
| <b>3.2</b> | Career Preparation (CTE)                | Develop and implement formal Career Technical Education Pathways.  | \$721.46    | Yes          |
| <b>3.3</b> | 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          |
| <b>3.4</b> | 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          |
| <b>3.5</b> | 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           |
| <b>3.6</b> | Graduation Rate Progress Monitoring     | Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.  | \$39,332.51 | No           |
| <b>3.7</b> | Dual Enrollment Options                 | Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.   | \$1,799.36  | No           |

| Action # | Title                                  | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
|          |  |  |             |              |
| 3.8      | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$1,817.73  | No           |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$\$160,921   | \$   |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 10.355%   | 0.000%                      | \$0.00                  | 10.355%   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| 1.1               | <p><b>Action:</b><br/>Professional Development for Academic Achievement</p> <p><b>Need:</b><br/>Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support, | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p>                      | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| 1.2               | <p><b>Action:</b><br/>Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b><br/>Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p> | <p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p> | <p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>   |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention<br/>Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| 1.3               | <p><b>Action:</b><br/>Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b><br/>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p> | <p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and inclusion while creating a culture of continuous improvement.</p>                    | <p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p> |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.  |
| 1.4               | <p><b>Action:</b><br/>Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b><br/>Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement:<br/>Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes:<br/>Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>Equity and Access:<br/>Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact:<br/>Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | essential for their success in and beyond high school.  |
| 2.1               | <p><b>Action:</b><br/>Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b><br/>The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement. | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology:<br/>Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy.<br/>Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system.<br/>Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation.<br/>Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Internet Connectivity:<br/>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum:<br/>Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:<br/>Collecting demographic data, survey responses, and other relevant information through the student information system.<br/>Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.<br/>Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   |   |   | <p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| 2.3               | <p><b>Action:</b><br/>Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b><br/>Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates:<br/>Monitoring attendance can indicate if students are more consistently attending classes after the</p>  |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   | <p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p> |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|--|--|--|
|                   |  |  | <p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates:<br/>Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| 2.4               | <p><b>Action:</b><br/>Caretaker Engagement Support</p> <p><b>Need:</b><br/>The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b></p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>  |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   | LEA-wide           | promoting academic success and overall well-being.  | <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   |   |  | <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| 3.2               | <p><b>Action:</b><br/>Career Preparation (CTE)</p> <p><b>Need:</b><br/>The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b></p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | LEA-wide   | students, industries, and communities in today's rapidly changing economy.  | <p>rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |
| 3.3               | <p><b>Action:</b><br/>AVID Program Implementation</p> <p><b>Need:</b><br/>The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p> | The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates:<br/>Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p>   |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates:<br/>Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement:<br/>Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data:<br/>Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| 3.4               | <p><b>Action:</b><br/>Credit Recovery and Summer Intervention</p> <p><b>Need:</b><br/>The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment:<br/>Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's</p>  |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|--|---|
|                   |                    | <p>learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p>success in helping students make up missed or failed credits.</p> <p>Graduation Rates:<br/>Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates:<br/>Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance:<br/>Comparing pre- and post-program academic performance, such as GPA improvement or</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p> |



## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
| 1.5               | <p><b>Action:</b><br/>English Learner Student Achievement</p> <p><b>Need:</b><br/>By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students. | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| 1.6               | <p><b>Action:</b><br/>LTEL Support</p> <p><b>Need:</b><br/>Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Parent and Family Engagement:<br/>Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   |   |  | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>   |
| 1.7               | <p><b>Action:</b><br/>Foster and Homeless Academic Achievement</p> <p><b>Need:</b><br/>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates:<br/>Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates:<br/>Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   |   |   | transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.   |
| 2.7               | <p><b>Action:</b><br/>Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b><br/>Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being. | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p> |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | NA   | NA  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | \$1,554,071   | \$160,921   | 10.355%  | 0.000%  | 10.355%  |

| Totals | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$987,263.86 | \$111,586.56      |             | \$32,746.76   | \$1,131,597.18 | \$889,246.71    | \$242,350.47        |

| Goal # | Action # | Action Title   | Student Group(s) |          | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|--|------------------|----------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 1      | 1.1      | Professional Development for Academic Achievement                      |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$294.00        | \$14,670.00         | \$13,203.00  |                   |             | \$1,761.00    | \$14,964.00  |
| 1      | 1.2      | Diagnostic Assessments and MTSS Academic Interventions                 |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$170,844.93    | \$2,455.43          | \$143,923.29 | \$27,583.81       |             | \$1,793.26    | \$173,300.36 |
| 1      | 1.3      | Teacher Collaboration for Academic Achievement                         |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$209,974.49    | \$0.00              | \$176,873.92 | \$33,100.57       |             |               | \$209,974.49 |
| 1      | 1.4      | Synchronous and Asynchronous Instructional Tools                       |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$10.50         | \$12,473.96         | \$11,943.11  |                   |             | \$541.35      | \$12,484.46  |
| 1      | 1.5      | English Learner Student Achievement                                    | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$10,339.59     | \$0.00              | \$8,132.76   |                   |             | \$2,206.83    | \$10,339.59  |
| 1      | 1.6      | LTEL Support   | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$35,266.51     | \$0.00              | \$35,266.51  |                   |             |               | \$35,266.51  |
| 1      | 1.7      | Foster and Homeless Academic Achievement                               | Foster           | Youth    | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | 2024-2025 | \$1,679.36      | \$255.00            | \$1,934.36   |                   |             |               | \$1,934.36   |
| 2      | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low              | Income   | Yes   | LEA-wide                                 | Low Income                    | All Schools | 2024-2025 | \$8,057.35      | \$194,591.91        | \$180,103.53 |                   |             | \$22,545.73   | \$202,649.26 |

| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM |          |   |                            |                       |   |  |  |             |           |                 |                     |              |                   |             |               |              |
|--|----------|---|----------------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| Goal #   | Action # | Action Title  | Student Group(s)           |                       | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
| 2  | 2.2      | Track and Record Daily Student Participation              | All                        |                       | No  |  |  |             | 2024-2025 | \$174,501.07    | \$10,998.45         | \$163,432.47 | \$22,067.05       |             |               | \$185,499.52 |
| 2  | 2.3      | Framework of Tiered Re-engagement Strategies for Students | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$123,035.61    | \$0.00              | \$106,485.33 | \$16,550.28       |             |               | \$123,035.61 |
| 2  | 2.4      | Caretaker Engagement Support                              | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$8,496.05      | \$0.00              | \$8,496.05   |                   |             |               | \$8,496.05   |
| 2  | 2.5      | Social Emotional / Mental Health Supports                 | All                        |                       | No  |  |  |             | 2024-2025 | \$14,359.13     | \$1,881.33          | \$14,359.13  | \$1,251.33        |             | \$630.00      | \$16,240.46  |
| 2  | 2.6      | Increasing Diversity and Inclusion                        | All                        |                       | No  |  |  |             | 2024-2025 | \$2,623.23      | \$0.00              | \$2,623.23   |                   |             |               | \$2,623.23   |
| 2  | 2.7      | Foster and Homeless Youth Engagement Support              | Foster                     | Youth                 | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | 2024-2025 | \$1,769.18      | \$0.00              | \$1,769.18   |                   |             |               | \$1,769.18   |
| 2  | 2.8      | In-Person and Virtual Engagement and Enrichment           | All                        |                       | No  |  |  |             | 2024-2025 | \$3,268.59      | \$3,000.00          | \$3,000.00   |                   |             | \$3,268.59    | \$6,268.59   |
| 3  | 3.1      | College Preparation                                       | All                        |                       | No  |  |  |             | 2024-2025 | \$35,041.30     | \$0.00              | \$35,041.30  |                   |             |               | \$35,041.30  |
| 3  | 3.2      | Career Preparation (CTE)                                  | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$13.13         | \$708.33            | \$721.46     |                   |             |               | \$721.46     |
| 3  | 3.3      | AVID Program Implementation                               | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$200.40        | \$148.64            | \$349.04     |                   |             |               | \$349.04     |
| 3  | 3.4      | Credit Recovery and Summer Intervention                   | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$34,408.50     | \$1,047.42          | \$35,455.92  |                   |             |               | \$35,455.92  |
| 3  | 3.5      | Transition Plans  | Students with Disabilities |                       | No  |  |  |             | 2024-2025 | \$12,234.19     | \$0.00              | \$6,717.43   | \$5,516.76        |             |               | \$12,234.19  |
| 3  | 3.6      | Graduation Rate Progress Monitoring                       | All                        |                       | No  |  |  |             | 2024-2025 | \$39,332.51     | \$0.00              | \$33,815.75  | \$5,516.76        |             |               | \$39,332.51  |

California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM

| Goal # | Action # | Action Title                           | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| 3      | 3.7      | Dual Enrollment Options                | All              | No  |       |                               |          | 2024-2025 | \$1,679.36      | \$120.00            | \$1,799.36 |                   |             |               | \$1,799.36  |
| 3      | 3.8      | Early Intervention Program Development | All              | No  |       |                               |          | 2024-2025 | \$1,817.73      | \$0.00              | \$1,817.73 |                   |             |               | \$1,817.73  |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$1,554,071                  | \$160,921  | 10.355%   | 0.000%   | 10.355%   | \$724,657.46  | 0.000%   | 46.630 %   | <b>Total:</b>            | \$724,657.46     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$677,554.65     |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$47,102.81      |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1    | 1.1      | Professional Development for Academic Achievement      | Yes   | LEA-wide                                 |                               | All Schools | \$13,203.00  |   |
| 1    | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Yes   | LEA-wide                                 |                               | All Schools | \$143,923.29   |   |
| 1    | 1.3      | Teacher Collaboration for Academic Achievement         | Yes   | LEA-wide                                 |                               | All Schools | \$176,873.92   |   |
| 1    | 1.4      | Synchronous and Asynchronous Instructional Tools       | Yes   | LEA-wide                                 |                               | All Schools | \$11,943.11  |   |
| 1    | 1.5      | English Learner Student Achievement                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$8,132.76   |   |
| 1    | 1.6      | LTEL Support   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$35,266.51  |   |
| 1    | 1.7      | Foster and Homeless Academic Achievement               | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | \$1,934.36   |   |



| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2    | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | LEA-wide                                 | Low Income                                     | All Schools | \$180,103.53   |   |
| 2    | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$106,485.33   |   |
| 2    | 2.4      | Caretaker Engagement Support   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>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<br>Foster Youth<br>Low Income | All Schools | \$721.46   |   |
| 3    | 3.3      | AVID Program Implementation  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$349.04   |   |
| 3    | 3.4      | Credit Recovery and Summer Intervention                                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$35,455.92  |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$771,711.04   | \$1,069,885.86                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| startcollapse      |                      |  |  |  |   |
| 1                  | 1.1                  | Professional Development for Academic Achievement                      | No   | \$14,755.01                                    | \$11,253.36                                       |
| 1                  | 1.2                  | Diagnostic Assessments and MTSS Academic Interventions                 | No   | \$88,147.75                                    | \$155,876.24                                      |
| 1                  | 1.3                  | Teacher Collaboration for Academic Achievement                         | No   | \$109,788.98                                   | \$188,357.95                                      |
| 1                  | 1.4                  | Synchronous and Asynchronous Instructional Tools                       | No   | \$1,383.29                                     | \$12,502.83                                       |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes  | \$3,775.17                                     | \$9,387.21  |
| 1                  | 1.6                  | LTEL Support   | Yes  | \$1,285.62                                     | \$2,641.44  |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes  | \$698.36                                       | \$1,710.77  |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No<br>Yes                                      | \$230,954.54                                   | \$196,278.36                                      |
| 2                  | 2.2                  | Track and Record Daily Student Participation                           | No   | \$164,304.63                                   | \$226,045.62                                      |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students | Yes  | \$62,063.48                                    | \$110,062.08                                      |
| 2                  | 2.4                  | Learning Coach Engagement Support                         | Yes  | \$6,165.54                                     | \$9,128.70  |
| 2                  | 2.5                  | Social Emotional / Mental Health Supports                 | No   | \$7,493.19                                     | \$17,861.09                                       |
| 2                  | 2.6                  | Increasing Diversity and Inclusion                        | No   | \$61.26  | \$8,529.90  |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support              | Yes  | \$737.13                                       | \$1,531.00  |
| 2                  | 2.8                  | In-Person and Virtual Engagement and Enrichment           | No   | \$18,648.00                                    | \$7,119.04  |
| 3                  | 3.1                  | College Preparation                                       | No   | \$16,792.08                                    | \$31,212.58                                       |
| 3                  | 3.2                  | Career Preparation (CTE)                                  | Yes  | \$2,453.85                                     | \$1,628.46  |
| 3                  | 3.3                  | AVID Program Implementation                               | Yes  | \$212.87                                       | \$285.32  |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                   | Yes  | \$16,031.63                                    | \$31,027.12                                       |
| 3                  | 3.5                  | Transition Plans  | No   | \$5,194.40                                     | \$10,759.43                                       |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                       | No   | \$19,989.47                                    | \$35,239.09                                       |
| 3                  | 3.7                  | Dual Enrollment Options                                   | No   | \$774.79                                       | \$1,448.27  |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 149,850  | \$298,512.39  | \$342,467.48  | (\$43,955.09)  | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| startcollapse      |                      |  |   |  |   |   |   |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes   | \$3,775.17   | \$7,746.40  |   |   |
| 1                  | 1.6                  | LTEL Support   | Yes   | \$1,285.62   | \$2,641.44  |   |   |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes   | \$698.36   | \$1,710.77  |   |   |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | \$212,304.50   | \$191,620.17  |   |   |
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students              | Yes   | \$54,860.58  | \$95,162.99   |   |   |
| 2                  | 2.4                  | Learning Coach Engagement Support                                      | Yes   | \$6,165.28   | \$9,126.41  |   |   |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support                           | Yes   | \$737.13   | \$1,531.00  |   |   |
| 3                  | 3.2                  | Career Preparation (CTE)   | Yes   | \$2,441.25   | \$1,615.86  |   |   |
| 3                  | 3.3                  | AVID Program Implementation  | Yes   | \$212.87   | \$285.32  |   |   |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                                | Yes   | \$16,031.63  | \$31,027.12   |   |   |

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 1,560,622   | 149,850   |  | 9.602%  | \$342,467.48   | 0.000%  | 21.944%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding****Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.



- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- 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

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).



## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage



- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:  
LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as



a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name                | Contact Name and Title               | Email and Phone                           |
|--|--------------------------------------|---|
| California Connections Academy Northern California | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-461-1667 |

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Northern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, and Stanislaus. In 2012, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Northern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Northern California program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Northern California's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process. While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data. Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, our English Learner Progress has shown a commendable increase of 3.8%, reaching 44.1%, signaling substantial progress toward English language proficiency. This growth speaks volumes about the efficacy of our English Language Development (ELD) plan and the unwavering commitment of our teachers, including those directly supporting our English Learner population and content area instructors, in equipping students with the requisite tools and support for advancement in this critical area. However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Northern California finds itself listed on the lowest performance level for both Academic Engagement, encompassing Chronic Absenteeism and Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics. A deeper examination of the Academic Engagement state indicators reveals that our Students with Disabilities and Socioeconomically Disadvantaged groups are situated within both of these categories under the lowest performance level. For our Students with Disabilities student group, the proportion of chronically absent students increased by 9% from the previous year to 17.3%, while our Socioeconomically Disadvantaged student group experienced a 4% increase from the previous year to 19.6%. Acknowledging the paramount importance of engagement with all our students while prioritizing groups with the greatest needs, we are implementing several strategies to address Chronic Absenteeism at California Connections Academy. These include overhauling attendance tracking starting in Fall 2024, fostering ongoing communication among students, teachers, and parents, and implementing more efficient means to identify students in need of targeted intervention surrounding school engagement and attendance.

Furthermore, an in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, particularly for our two lowest performing groups, Students with Disabilities and Socioeconomically Disadvantaged students, reveals concerning low growth and decline. The Graduation Rate for our Students with Disabilities population increased by 1% to 66.7%, while the Socioeconomically Disadvantaged population experienced a 12.3% decrease to 65.1%. Though any decrease in Graduation Rate for any student group is worrisome, it is noteworthy that California Connections Academy's all-student and student group Graduation Rate stands at 73.2%, surpassing the state threshold of 68%. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other in the areas of African American, English Learner, Hispanic, Two or more races, and, Students with Disabilities. The lowest performance level for English Language Arts translates to an overall 168.6 points below standard, with a decline of 37.8 points from the previous year. In Mathematics, our performance resulted in 216.6 points below standard, with a decline of 13 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Northern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Northern California.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2023 California Dashboard, California Connections Academy Northern California qualifies for level two technical assistance regarding Priority 4: Pupil Achievement in English Language Arts and Mathematics, Priority 5: Chronic Absenteeism and Graduation Rate, and Priority 8: Student Outcomes in the College and Career indicator. This designation is the result of our Socioeconomically Disadvantaged, Students with Disabilities, and our Hispanic Student Groups all receiving the lowest indicator level in both state priorities.

For Pupil Achievement, our scores for all students were 91.2 points below standard, declining by 13.1 points in English Language Arts and 152.4 points below standard, declining by 4.3 points in Mathematics. Regarding Chronic Absenteeism, the Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations performed 'very low' at a 13.2 Chronically Absent rate, which is a 3.5% increase from the previous year. Graduation Rate was also at the lowest level for these student groups with an average of 65.9 %. Lastly, regarding College and Career Indicators, this same student population scored 'very low'.

This data prompted us to reflect deeply on the services we provide not only to our SED, SWD, and Hispanic student population but to all students. We initiated technical assistance in January 2024 with the San Joaquin County Office of Education (SJCOE) to guide us through this process. Our meetings since then have involved thoughtful reflection, discussion, and the development of a plan to improve Pupil Achievement and provide services that promote academic success for all students, with a strong focus on our student population outlined above.

Our focus has been on Pupil Achievement in English Language Arts and Mathematics, aiming to implement processes that drive positive change for our students to excel in these areas. Analyzing our student scores and state testing data from the 2023 Dashboard, we found that while our distance from the standard for all student groups was notably low, especially in math, it was the LOSS score penalty that predominantly kept us low. Lack of participation in state testing from our families was the primary reason for our low scores in most cases. As a fully online Charter School, we diligently educate our families on the importance of state testing but encounter obstacles such as travel, work schedules, and student health concerns.

Academic data shows that our students are academically or near academically proficient in comparable diagnostics like iReady for K-8 and MAP for high school. Participation in these internal diagnostics is high, over 95%, due to their virtual nature. Our survey of parents, students, and staff regarding state testing revealed that travel, work commitments, and student anxiety and health concerns were the top reasons for disengagement. Teachers and staff also cited inadequate curriculum and lack of CAASPP practice tests as factors contributing to low participation.

As a result, we devised the following actions in collaboration with our technical assistance team:

- Parent/Student Testing Information Nights
- Small Testing Sites
- More Testing Locations (Closer to More Families)
- Saturday Testing Sites
- Implementation of New Curriculum in all Content Areas and Grade Bands for the 24/25 School Year
- Implementation and Monitoring of IXL and Smarter Balanced CAASPP Testing Prep by all grade level teams and administration.



We anticipate these efforts will result in a 5% increase in academic scores for all student populations, with emphasis on our SED, DWS and Hispanic populations, which currently exhibits the largest deficit. Specifically, our most deficient student populations will increase their distance from the standard and move closer to the state benchmark.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Connections Academy Northern California

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

#### Needs Assessment:

Our 2023 graduation rate is 73.2%, above the ESSA-defined threshold of 68%. However, our graduation rate percentage dropped 9%, from 82.2% to 73.2%, which put California Connections Academy Northern California in the 'schools falling under the 5% of lowest schools' category for the 2023 school year. Therefore, California Connections Academy Northern California falls under CSI (Comprehensive Support and Improvement) as a low-performing school according to the California Dashboard requirements. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 73.2%, which is still above 68% threshold set forth by the State. However, there was a 9% decrease in graduation rate from the 2022 graduation rate of 82.2%. The lowest group in 2022 was the Students with Disabilities group at 65.6%, and the highest was the Two or More Races group at 80.7%. In 2023, the lowest group was the Socioeconomically Disadvantaged student group at 65.1%, and the highest was the White student group at 82.7%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups. Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 69.5% of 9th graders remained on track at the conclusion of the

first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50% pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

#### Root Cause Analysis:

- A graduation rate decline of 9% to 73.2% for all student groups and below the 68% threshold for some of our student groups needs to be addressed
- Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

#### Evidence-Based Interventions:

To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to



alert teachers and administrators to students who are on the pathway to dropping out.” Based on the school’s numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:

1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who dropout of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

-Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers’ responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school’s students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have shown a propensity to struggle academically, or are struggling with school engagement.

-College and Career Access Pathway (CCAP): According to

<http://cacareerpathways.clasp.org>, “this joint initiative of the California Community Colleges Chancellor’s Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness.” We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.

-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

#### Identification of Resource Inequities:

The mission of California Connections Academy Northern California seeks to provide “a more personalized approach to learning to maximize these students’ potential and meet the highest performance standards.” In this case, students not achieving the basic requirement for a high school diploma are not “meeting the highest performance standards.” Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment,

some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
- The percentage of undergraduates remaining on cohort to increase.
- Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
- In-house summer school program refinement.
- Continued refinement and development of the CHAMPS program.

We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s)    | Process for Engagement  |
|---------------------------|---|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings  |
| Students                  | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback forms, and Charter School Board Meetings   |
| Teachers                  | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.                                     |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |
| Other school personnel    | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC   |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal   |

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.1      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
|          |   |  |                |                | diagnostics (through month 5) in Reading will be 70.8%  |                                  |
| 1.2      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% |                                  |
| 1.3      | Increase English Learner reclassification rates   | In 2023-2024, the RFEP rate through month 8 was 10.07%   |                |                | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57%   |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description  | Total Funds    | Contributing |
|----------|--|--|----------------|--------------|
| 1.1      | Professional Development for Academic Achievement      | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.  | \$208,498.40   | No<br>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<br>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<br>Yes    |
| 1.4      | Synchronous and Asynchronous Instructional Tools       | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.  | \$173,950.08   | No<br>Yes    |
| 1.5      | English Learner Student Achievement                    | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.  | \$144,064.97   | Yes          |
| 1.6      | LTEL Support   | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.   | \$491,380.01   | Yes          |

| Action # | Title                                    | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.7      | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation. | \$26,952.05 | Yes          |



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | Maintain a high rate of biweekly contacts | Maintain a high rate of biweekly contacts                         |                |                | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. |                                  |
| 2.2      | Decrease chronic absenteeism              | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% |                |                | The desired outcome for 2026-2027 month   |                                  |

| Metric # | Metric                            | Baseline                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline |
|----------|-----------------------------------|--------------------------------------|----------------|----------------|---|----------------------------------|
|          |                                   |                                      |                |                | 7 chronic absenteeism rate will be less than 14.34%.    |                                  |
| 2.3      | "Maintain a low suspension rate " | The 2022-2023 suspension rate was 0% |                |                | The desired outcome for 2026-2027 suspension rate is 0% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description  | Total Funds    | Contributing |
|----------|--|--|----------------|--------------|
| 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.                        | \$2,823,579.60 | Yes          |
| 2.2      | Track and Record Daily Student Participation                           | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$2,584,626.58 | No           |
| 2.3      | Framework of Tiered Re-engagement Strategies for Students              | When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.   | \$1,714,296.18 | Yes          |
| 2.4      | Caretaker Engagement Support   | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.  | \$118,378.28   | Yes          |

| Action #   | Title   | Description  | Total Funds  | Contributing |
|------------|---|--|--------------|--------------|
| <b>2.5</b> | Social Emotional / Mental Health Supports       | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.   | \$226,283.75 | No           |
| <b>2.6</b> | Increasing Diversity and Inclusion              | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.  | \$36,550.39  | No           |
| <b>2.7</b> | Foster and Homeless Youth Engagement Support    | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$24,650.53  | Yes          |
| <b>2.8</b> | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.  | \$87,342.40  | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 3.1      | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% |                |                | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% |                                  |
| 3.2      | Increase summer school course pass rates  | In the summer of 2023, the summer school course pass rate was 83%                  |                |                | The desired outcome for the summer school course pass rate   |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  |  |                |                | for the summer of 2026 is 87%.   |                                  |
| 3.3      | Increase graduation rates  | The 2022-2023 grad rate was 73.2%  |                |                | The desired outcome for the 2025-2026 grad rate is 76.8%   |                                  |
| 3.4      | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 33% |                |                | The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action #   | Title                                   | Description  | Total Funds  | Contributing |
|------------|---|--|--------------|--------------|
| <b>3.1</b> | 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           |
| <b>3.2</b> | Career Preparation (CTE)                | Develop and implement formal Career Technical Education Pathways.  | \$10,052.28  | Yes          |
| <b>3.3</b> | 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          |
| <b>3.4</b> | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits. | \$494,019.13 | Yes          |
| <b>3.5</b> | 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           |
| <b>3.6</b> | Graduation Rate Progress Monitoring     | Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.  | \$548,033.02 | No           |
| <b>3.7</b> | Dual Enrollment Options                 | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.  | \$25,071.05  | No           |

| Action #   | Title                                  | Description  | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
|            |  |  |             |              |
| <b>3.8</b> | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$25,327.01 | No           |



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$2,172,855   | \$   |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 10.903%   | 0.000%                      | \$0.00                  | 10.903%   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| 1.1               | <p><b>Action:</b><br/>Professional Development for Academic Achievement</p> <p><b>Need:</b><br/>Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support, | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Maximizing Resources, and Alignment with Goals and Initiatives.</p>                      | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| 1.2               | <p><b>Action:</b><br/>Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b><br/>Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p> | <p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p> | <p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis        | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention<br/>Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| 1.3               | <p><b>Action:</b><br/>Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b><br/>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p> | <p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and inclusion while creating a culture of continuous improvement.</p>                    | <p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.  |
| 1.4               | <p><b>Action:</b><br/>Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b><br/>Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement:<br/>Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes:<br/>Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>Equity and Access:<br/>Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact:<br/>Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | essential for their success in and beyond high school.  |
| 2.1               | <p><b>Action:</b><br/>Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b><br/>The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement. | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology:<br/>Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy.<br/>Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system.<br/>Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation.<br/>Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:<br/>Collecting demographic data, survey responses, and other relevant information through the student information system.<br/>Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.<br/>Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:<br/>Collecting data on student engagement levels, academic performance</p> |



| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   |   |   | <p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| 2.3               | <p><b>Action:</b><br/>Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b><br/>Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates:<br/>Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p>   |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   | <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   |   |  | <p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates:<br/>Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>  |
| 2.4               | <p><b>Action:</b><br/>Caretaker Engagement Support</p> <p><b>Need:</b><br/>The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   |  |   | <p>during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>   |
| 3.2               | <p><b>Action:</b><br/>Career Preparation (CTE)</p> <p><b>Need:</b><br/>The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   |  |   | <p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |
| 3.3               | <p><b>Action:</b><br/>AVID Program Implementation</p> <p><b>Need:</b><br/>The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</p> | <p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's</p> | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for</p>   |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   | <p>focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates:<br/>Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement:<br/>Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   |   |  | <p>admission to higher education institutions.</p> <p>Survey Data:<br/>Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>  |
| 3.4               | <p><b>Action:</b><br/>Credit Recovery and Summer Intervention</p> <p><b>Need:</b><br/>The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment:<br/>Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    | remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential. | <p>Graduation Rates:<br/>Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates:<br/>Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance:<br/>Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p> |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| 1.5               | <p><b>Action:</b><br/>English Learner Student Achievement</p> <p><b>Need:</b><br/>By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students. | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| 1.6               | <p><b>Action:</b><br/>LTEL Support</p> <p><b>Need:</b><br/>Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Parent and Family Engagement:<br/>Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>  |
| 1.7               | <p><b>Action:</b><br/>Foster and Homeless Academic Achievement</p> <p><b>Need:</b><br/>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates:<br/>Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates:<br/>Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care, is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | and factors contributing to instability, such as housing transitions or placement changes.  |
| 2.7               | <p><b>Action:</b><br/>Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b><br/>Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being. | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p> |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | NA   | NA  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | \$19,929,196  | \$2,172,855   | 10.903%  | 0.000%  | 10.903%  |

| Totals | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$13,753,802.38 | \$1,554,772.74    |             | \$458,345.16  | \$15,766,920.28 | \$12,390,170.62 | \$3,376,749.66      |

| Goal # | Action # | Action Title   | Student Group(s) | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| 1      | 1.1      | Professional Development for Academic Achievement      | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$4,096.40      | \$204,402.00        | \$183,961.80   |                   |             | \$24,536.60   | \$208,498.40   |
| 1      | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$2,380,439.29  | \$34,212.26         | \$2,005,331.21 | \$384,334.38      |             | \$24,985.96   | \$2,414,651.55 |
| 1      | 1.3      | Teacher Collaboration for Academic Achievement         | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$2,925,644.60  | \$0.00              | \$2,464,443.34 | \$461,201.26      |             |               | \$2,925,644.60 |
| 1      | 1.4      | Synchronous and Asynchronous Instructional Tools       | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$146.30        | \$173,803.78        | \$166,407.27   |                   |             | \$7,542.81    | \$173,950.08   |
| 1      | 1.5      | English Learner Student Achievement                    | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$144,064.97    | \$0.00              | \$113,316.49   |                   |             | \$30,748.48   | \$144,064.97   |
| 1      | 1.6      | LTEL Support   | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$491,380.01    | \$0.00              | \$491,380.01   |                   |             |               | \$491,380.01   |
| 1      | 1.7      | Foster and Homeless Academic Achievement               | Foster Youth     | Yes   | Limited to Unduplicated Student          | Foster Youth                  | All Schools | 2024-2025 | \$23,399.05     | \$3,553.00          | \$26,952.05    |                   |             |               | \$26,952.05    |

| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM |          |  |                    |                       |   |  |  |             |           |                 |                     |                |                   |             |               |                |
|--|----------|--|--------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| Goal #   | Action # | Action Title   | Student Group(s)   |                       | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|  |          |  |                    |                       |   | Group(s)                                 |  |             |           |                 |                     |                |                   |             |               |                |
| 2  | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Foster Low         | Youth Income          | Yes   | LEA-wide                                 | Foster Youth Low Income                  |             | 2024-2025 | \$112,265.68    | \$2,711,313.92      | \$2,509,442.49 |                   |             | \$314,137.11  | \$2,823,579.60 |
| 2  | 2.2      | Track and Record Daily Student Participation                           | All                |                       | No  |  |  |             | 2024-2025 | \$2,431,381.51  | \$153,245.07        | \$2,275,085.27 | \$307,467.51      |             | \$2,073.80    | \$2,584,626.58 |
| 2  | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$1,714,296.18  | \$0.00              | \$1,483,695.55 | \$230,600.63      |             |               | \$1,714,296.18 |
| 2  | 2.4      | Caretaker Engagement Support   | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$118,378.28    | \$0.00              | \$118,378.28   |                   |             |               | \$118,378.28   |
| 2  | 2.5      | Social Emotional / Mental Health Supports                              | All                |                       | No  |  |  |             | 2024-2025 | \$200,070.55    | \$26,213.20         | \$200,070.55   | \$17,435.20       |             | \$8,778.00    | \$226,283.75   |
| 2  | 2.6      | Increasing Diversity and Inclusion                                     | All                |                       | No  |  |  |             | 2024-2025 | \$36,550.39     | \$0.00              | \$36,550.39    |                   |             |               | \$36,550.39    |
| 2  | 2.7      | Foster and Homeless Youth Engagement Support                           | Foster             | Youth                 | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | 2024-2025 | \$24,650.53     | \$0.00              | \$24,650.53    |                   |             |               | \$24,650.53    |
| 2  | 2.8      | In-Person and Virtual Engagement and Enrichment                        | All                |                       | No  |  |  |             | 2024-2025 | \$45,542.40     | \$41,800.00         | \$41,800.00    |                   |             | \$45,542.40   | \$87,342.40    |
| 3  | 3.1      | College Preparation  | All                |                       | No  |  |  |             | 2024-2025 | \$488,242.13    | \$0.00              | \$488,242.13   |                   |             |               | \$488,242.13   |
| 3  | 3.2      | Career Preparation (CTE)   | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$182.88        | \$9,869.40          | \$10,052.28    |                   |             |               | \$10,052.28    |
| 3  | 3.3      | AVID Program Implementation  | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$2,792.24      | \$2,070.98          | \$4,863.22     |                   |             |               | \$4,863.22     |
| 3  | 3.4      | Credit Recovery and Summer Intervention                                | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | 2024-2025 | \$479,425.08    | \$14,594.05         | \$494,019.13   |                   |             |               | \$494,019.13   |



California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM

| Goal # | Action # | Action Title                           | Student Group(s)           | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|--|----------------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 3      | 3.5      | Transition Plans                       | Students with Disabilities | No  |       |                               |          | 2024-2025 | \$170,463.07    | \$0.00              | \$93,596.19  | \$76,866.88       |             |               | \$170,463.07 |
| 3      | 3.6      | Graduation Rate Progress Monitoring    | All                        | No  |       |                               |          | 2024-2025 | \$548,033.02    | \$0.00              | \$471,166.14 | \$76,866.88       |             |               | \$548,033.02 |
| 3      | 3.7      | Dual Enrollment Options                | All                        | No  |       |                               |          | 2024-2025 | \$23,399.05     | \$1,672.00          | \$25,071.05  |                   |             |               | \$25,071.05  |
| 3      | 3.8      | Early Intervention Program Development | All                        | No  |       |                               |          | 2024-2025 | \$25,327.01     | \$0.00              | \$25,327.01  |                   |             |               | \$25,327.01  |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$19,929,196                 | \$2,172,855  | 10.903%   | 0.000%   | 10.903%   | \$10,096,893.65   | 0.000%   | 50.664 %   | <b>Total:</b>            | \$10,096,893.65  |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$9,440,594.57   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$656,299.08     |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1    | 1.1      | Professional Development for Academic Achievement      | Yes   | LEA-wide                                 |                               |             | \$183,961.80   |   |
| 1    | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Yes   | LEA-wide                                 |                               |             | \$2,005,331.21   |   |
| 1    | 1.3      | Teacher Collaboration for Academic Achievement         | Yes   | LEA-wide                                 |                               |             | \$2,464,443.34   |   |
| 1    | 1.4      | Synchronous and Asynchronous Instructional Tools       | Yes   | LEA-wide                                 |                               |             | \$166,407.27   |   |
| 1    | 1.5      | English Learner Student Achievement                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$113,316.49   |   |
| 1    | 1.6      | LTEL Support   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$491,380.01   |   |
| 1    | 1.7      | Foster and Homeless Academic Achievement               | Yes   | Limited to Unduplicated                  | Foster Youth                  | All Schools | \$26,952.05  |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
|      |          |  |   | Student Group(s)                         |  |             |  |   |
| 2    | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | LEA-wide                                 | Foster Youth<br>Low Income                     |             | \$2,509,442.49   |   |
| 2    | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,483,695.55   |   |
| 2    | 2.4      | Caretaker Engagement Support   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>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<br>Foster Youth<br>Low Income | All Schools | \$10,052.28  |   |
| 3    | 3.3      | AVID Program Implementation  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$4,863.22   |   |
| 3    | 3.4      | Credit Recovery and Summer Intervention                                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |             | \$494,019.13   |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$13,729,186.99                                      | \$14,907,076.12                            |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| startcollapse      |                      |  |  |  |   |
| 1                  | 1.1                  | Professional Development for Academic Achievement                      | No   | \$238,575.11                                   | \$156,796.76                                      |
| 1                  | 1.2                  | Diagnostic Assessments and MTSS Academic Interventions                 | No   | \$1,762,955.09                                 | \$2,171,875.59                                    |
| 1                  | 1.3                  | Teacher Collaboration for Academic Achievement                         | No   | \$2,185,087.57                                 | \$2,624,454.15                                    |
| 1                  | 1.4                  | Synchronous and Asynchronous Instructional Tools                       | No   | \$27,665.76                                    | \$174,206.10                                      |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes  | \$75,503.32                                    | \$130,795.09                                      |
| 1                  | 1.6                  | LTEL Support   | Yes  | \$25,712.41                                    | \$36,804.06                                       |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes  | \$13,967.15                                    | \$23,836.68                                       |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No<br>Yes                                      | \$3,478,825.80                                 | \$2,734,811.78                                    |
| 2                  | 2.2                  | Track and Record Daily Student Participation                           | No   | \$3,007,676.41                                 | \$3,149,568.97                                    |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students | Yes  | \$1,241,269.53                                 | \$1,533,531.58                                    |
| 2                  | 2.4                  | Learning Coach Engagement Support                         | Yes  | \$123,310.80                                   | \$127,193.24                                      |
| 2                  | 2.5                  | Social Emotional / Mental Health Supports                 | No   | \$217,842.49                                   | \$248,864.48                                      |
| 2                  | 2.6                  | Increasing Diversity and Inclusion                        | No   | \$51,225.19                                    | \$118,849.89                                      |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support              | Yes  | \$14,742.63                                    | \$21,331.96                                       |
| 2                  | 2.8                  | In-Person and Virtual Engagement and Enrichment           | No   | \$43,350.00                                    | \$99,191.90                                       |
| 3                  | 3.1                  | College Preparation                                       | No   | \$335,841.79                                   | \$434,895.35                                      |
| 3                  | 3.2                  | Career Preparation (CTE)                                  | Yes  | \$41,844.00                                    | \$22,689.90                                       |
| 3                  | 3.3                  | AVID Program Implementation                               | Yes  | \$4,257.30                                     | \$3,975.49  |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                   | Yes  | \$320,361.59                                   | \$432,311.27                                      |
| 3                  | 3.5                  | Transition Plans  | No   | \$103,887.95                                   | \$149,914.68                                      |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                       | No   | \$399,789.36                                   | \$490,998.02                                      |
| 3                  | 3.7                  | Dual Enrollment Options                                   | No   | \$15,495.74                                    | \$20,179.18                                       |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 2,009,114  | \$4,900,365.39  | \$4,771,713.69  | \$128,651.70   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| startcollapse      |                      |  |   |  |   |   |   |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes   | \$75,503.32  | \$107,933.18  |   |   |
| 1                  | 1.6                  | LTEL Support   | Yes   | \$25,712.41  | \$36,804.06   |   |   |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes   | \$13,967.15  | \$23,836.68   |   |   |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | \$3,183,711.96   | \$2,669,907.73  |   |   |
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students              | Yes   | \$1,097,211.52   | \$1,325,937.67  |   |   |
| 2                  | 2.4                  | Learning Coach Engagement Support                                      | Yes   | \$123,305.51   | \$127,161.31  |   |   |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support                           | Yes   | \$14,742.63  | \$21,331.96   |   |   |
| 3                  | 3.2                  | Career Preparation (CTE)   | Yes   | \$41,592.00  | \$22,514.34   |   |   |
| 3                  | 3.3                  | AVID Program Implementation  | Yes   | \$4,257.30   | \$3,975.49  |   |   |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                                | Yes   | \$320,361.59   | \$432,311.27  |   |   |

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 19,774,752  | 2,009,114   | 0  | 10.160%   | \$4,771,713.69   | 0.000%  | 24.130%  | \$0.00   | 0.000%  |



# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### **Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### **Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### **State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- 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

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.



- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as



a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name                | Contact Name and Title               | Email and Phone                             |
|--|--------------------------------------|---|
| California Connections Academy Southern California | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>(949) 461-1667 |

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Southern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Capistrano Unified School District and enrolls students in five counties: Orange, Los Angeles, Riverside, San Bernardino, and San Diego. In 2004, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Southern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Southern California program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Southern California's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, our English Learner Progress has shown a commendable increase of 4.2%, reaching 47.1%, signaling substantial progress toward English language proficiency. This growth speaks volumes about the efficacy of our English Language Development (ELD) plan and the unwavering commitment of our teachers, including those directly supporting our English Learner population and content area instructors, in equipping students with the requisite tools and support for advancement in this critical area.

However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.



Notably, California Connections Academy Southern California finds itself listed on the lowest performance level for both Academic Engagement, encompassing Chronic Absenteeism and Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics.

A deeper examination of the Academic Engagement state indicators reveals that our Hispanic and Socioeconomically Disadvantaged groups are situated within both of these categories under the lowest performance level. For our Hispanic student group, the proportion of chronically absent students increased by 4.3% from the previous year to 12.9%, while our Socioeconomically Disadvantaged student group experienced a 5.3% increase from the previous year to 16%. Acknowledging the paramount importance of engagement with all our students while prioritizing groups with the greatest needs, we are implementing several strategies to address Chronic Absenteeism at California Connections Academy. These include overhauling attendance tracking starting in Fall 2024, fostering ongoing communication among students, teachers, and parents, and implementing more efficient means to identify students in need of targeted intervention surrounding school engagement and attendance.

Furthermore, an in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, particularly for our two lowest performing groups, Hispanic and Socioeconomically Disadvantaged students, reveals concerning declines. The Graduation Rate for our Hispanic population decreased by 7.8% to 79.2%, while the Socioeconomically Disadvantaged population experienced a 12.7% decrease to 73.7%. Though any decrease in Graduation Rate for any student group is worrisome, it is noteworthy that California Connections Academy's all-student and student group Graduation Rate stands at 78.4%, surpassing the state threshold of 68%. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other, including African American, English Learner, Hispanic, Two or more races, Socioeconomically Disadvantaged, Students with Disabilities, and White. The lowest performance level for English Language Arts translates to an overall 80.6 points below standard, with a decline of 34.6 points from the previous year. In Mathematics, our performance resulted in 146.1 points below standard, with a decline of 25.3 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Southern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Southern California.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Connections Academy Southern California

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Needs Assessment:

Our 2023 graduation rate is 78.4%, above the ESSA-defined threshold of 68%. However, our graduation rate percentage dropped 7.9%, from 86.3% to 78.4%, which put California Connections Academy Southern California in the 'schools falling under the 5% of lowest schools' category for the 2023 school year. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention.

The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 78.4%, which is still above the 68% threshold set forth by the State. However, there was a 9% decrease in graduation rate from the 2022 graduation rate of 86.3%. The lowest group in 2022 was the Students with Disabilities group at 65.6%, and the highest was the Two or More Races group at 80.7%. In 2023, the lowest group was the Students with Disabilities student group at 68%, and the highest was the White student group at 81.3%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups.

Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 70.5% of 9th graders remained on track at the conclusion of the first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being



identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50% pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

#### Root Cause Analysis:

- A graduation rate decline of 7.9% to 78.4% for all student groups with the lowest student group meeting the 68% threshold.
- Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

#### Evidence-Based Interventions:

To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:

- Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
  1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
  2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
  3. Checking that the predictors identify a high percentage of the students in that district who dropout of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

-Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have shown a propensity to struggle academically, or are struggling with school engagement.

-College and Career Access Pathway (CCAP): According to

<http://cacareerpathways.clasp.org>, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness." We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.

-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

Identification of Resource Inequities:

The mission of California Connections Academy Southern California seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system

monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
- The percentage of undergraduates remaining on cohort to increase.
- Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
- In-house summer school program refinement.
- Continued refinement and development of the CHAMPS program.

We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s)    | Process for Engagement   |
|---------------------------|--|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms. |
| Students                  | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms.                                      |
| Teachers                  | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews                      |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Engagement Target reviews.                      |
| Other school personnel    | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys   |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.1      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.2      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% |                                  |
| 1.3      | Increase English Learner reclassification rates   | In 2023-2024, the RFEP rate through month 8 was 8.96%  |                |                | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 9.4%   |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.



## Actions

| Action #   | Title  | Description  | Total Funds    | Contributing |
|------------|--|--|----------------|--------------|
| <b>1.1</b> | 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<br>Yes    |
| <b>1.2</b> | 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<br>Yes    |
| <b>1.3</b> | 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<br>Yes    |
| <b>1.4</b> | 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<br>Yes    |
| <b>1.5</b> | 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          |
| <b>1.6</b> | LTEL Support   | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.   | \$1,389,500.40 | Yes          |



| Action # | Title                                    | Description   | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1.7      | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation | \$76,213.69 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | Maintain a high rate of biweekly contacts | In 2023-2024 through month 8, the average biweekly contact rate was 97.3% |                |                | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. |                                  |
| 2.2      | Decrease chronic absenteeism              | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%         |                |                | The desired outcome for 2026-2027 month 7 chronic absenteeism rate                                |                                  |

| Metric # | Metric                         | Baseline                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|----------------|----------------|---|----------------------------------|
|          |                                |                                      |                |                | will be less than 14.34%.                               |                                  |
| 2.3      | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% |                |                | The desired outcome for 2026-2027 suspension rate is 0% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title                          | Description   | Total Funds    | Contributing |
|----------|--------------------------------|---|----------------|--------------|
| 2.1      | Access to Technology, Internet | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school-issued Chromebook at no cost to the family. Additionally, a prorated internet reimbursement may be | \$7,984,380.58 | Yes          |

| Action #   | Title   | Description   | Total Funds    | Contributing |
|------------|---|---|----------------|--------------|
|            | Connectivity, and a Rigorous Curriculum                   | requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage well with our program. Unduplicated students will be prioritized.  |                |              |
| <b>2.2</b> | Track and Record Daily Student Participation              | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions at a mutually agreed-upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$7,308,680.90 |              |
| <b>2.3</b> | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty engaging fully with our program, school staff will follow a well-outlined escalation process. This process consists of tiers of interventions set up to assist students in finding ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.  | \$4,847,603.07 | Yes          |
| <b>2.4</b> | Caretaker Engagement Support                              | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, and additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.   | \$334,744.32   | Yes          |

| Action #   | Title   | Description   | Total Funds  | Contributing |
|------------|---|---|--------------|--------------|
| <b>2.5</b> | Social Emotional / Mental Health Supports       | Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.   | \$639,874.15 | No           |
| <b>2.6</b> | 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           |
| <b>2.7</b> | Foster and Homeless Youth Engagement Support    | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in 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          |
| <b>2.8</b> | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in person or virtually to enrich the school experience.   | \$246,982.56 | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 3.1      | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% |                |                | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% |                                  |
| 3.2      | Increase summer school course pass rates  | In the summer of 2023, the summer school course pass                               |                |                | The desired outcome for the summer school  |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | rate was 83%  |                |                | course pass rate for the summer of 2026 is 87%.  |                                  |
| 3.3      | Increase graduation rates  | The 2022-2023 grad rate was 78.4%   |                |                | The desired outcome for the 2025-2026 grad rate is 82.3%   |                                  |
| 3.4      | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 37%. |                |                | The desired outcome of students completing a-g requirements for the 2025-2026 school year is 38.8% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title                                   | Description  | Total Funds    | Contributing |
|----------|---|--|----------------|--------------|
| 3.1      | College Preparation                     | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP, and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.                                      | \$1,380,627.27 | No           |
| 3.2      | Career Preparation (CTE)                | Develop and implement formal Career Technical Education Pathways.  | \$28,425.33    | Yes          |
| 3.3      | AVID Program Implementation             | Continue to implement and expand the AVID program to provide additional support for college readiness to at-risk student populations.  | \$13,751.98    | Yes          |
| 3.4      | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program known as Project Success, and students will be identified as eligible candidates via transcript evaluations, which occur upon enrollment and at the end of each semester. Continued in-house summer school program, allowing high school students to make up credits. | \$1,396,963.19 | Yes          |
| 3.5      | Transition Plans                        | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.  | \$482,027.14   | No           |
| 3.6      | Graduation Rate Progress Monitoring     | Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.  | \$1,549,701.00 | No           |



| Action #   | Title                                  | Description  | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
|            |  |  |             |              |
| <b>3.7</b> | Dual Enrollment Options                | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.  | \$70,894.69 | No           |
| <b>3.8</b> | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$71,618.47 | No           |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$6,252,558   | \$0  |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 11.124%   | 0.000%                      | \$0.00                  | 11.124%   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| 1.1               | <p><b>Action:</b><br/>Professional Development for Academic Achievement</p> <p><b>Need:</b><br/>Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support, | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Maximizing Resources, and Alignment with Goals and Initiatives.</p>                      | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| 1.2               | <p><b>Action:</b><br/>Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b><br/>Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p> | <p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p> | <p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis        | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention<br/>Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>who move from higher to lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|--|--|--|
|                   |  |  | <p>interventions on student outcomes beyond immediate academic achievement is crucial to student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| 1.3               | <p><b>Action:</b><br/>Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b></p> | Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that | Teacher collaboration addresses several critical needs within our school that are 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   |
|-------------------|---|---|--|
|                   | <p>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p> | <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   |  |   | <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff, regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.</p> |
| <p><b>1.4</b></p> | <p><b>Action:</b><br/>Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b><br/>Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.</p> | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement:<br/>Student engagement levels with synchronous and asynchronous instructional tools will be</p>   |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and</p> |

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|-------------------|--------------------|---|--|
|                   |                    |   | <p>monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates,</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|--|--|--|
|                   |  |  | 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               | <p><b>Action:</b><br/>Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b><br/>The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Providing actions on an LEA-wide ensures that all students have access to the resources and opportunities needed to succeed academically, regardless of their background or circumstances. By taking a systemic approach to addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum, educational leaders can create an environment where every student has the support and tools they need to thrive. | <p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology:<br/>Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:<br/>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.<br/>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.<br/>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum:<br/>Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   |   |  | <p>internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| <b>2.3</b>        | <b>Action:</b><br>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  |
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|                   | <p><b>Need:</b><br/>Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>engagement strategies for all students include:</p> <p>Attendance Rates:<br/>Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|--|--|--|
|                   |  |  | <p>assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| 2.4               | <p><b>Action:</b><br/>Caretaker Engagement Support</p> <p><b>Need:</b><br/>The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's</p> | This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and</p>   |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p>life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p> | <p>participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   |   |   | <p>reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| 3.2               | <p><b>Action:</b><br/>Career Preparation (CTE)</p> <p><b>Need:</b><br/>The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness</p> | Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE)</p>   |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   | <p>competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
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| 3.3               | <p><b>Action:</b><br/>AVID Program Implementation</p> <p><b>Need:</b><br/>The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates:<br/>Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates:<br/>Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement:<br/>Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p> |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | <p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data:<br/>Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| 3.4               | <p><b>Action:</b><br/>Credit Recovery and Summer Intervention</p> <p><b>Need:</b><br/>The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p>  |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   | <p>opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p><b>Credit Attainment:</b><br/>Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p><b>Graduation Rates:</b><br/>Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p><b>Course Completion Rates:</b><br/>Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being. |

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
| <b>1.5</b>        | <p><b>Action:</b><br/>English Learner Student Achievement</p> <p><b>Need:</b><br/>By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup; it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students. | <p><b>Measure:</b><br/>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | 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               | <p><b>Action:</b><br/>LTEL Support</p> <p><b>Need:</b><br/>Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement. | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement:<br/>Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and</p> |



| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | <p>dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| 1.7               | <p><b>Action:</b><br/>Foster and Homeless Academic Achievement</p> <p><b>Need:</b></p> | Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may | 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  |
|-------------------|---|---|---|
|                   | <p>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p><b>Academic Performance:</b><br/>Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p><b>Attendance Rates:</b><br/>Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates:<br/>Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources:<br/>Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | 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               | <p><b>Action:</b><br/>Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b><br/>Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> | Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the</p>   |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   | <b>Scope:</b><br>Limited to Unduplicated Student Group(s) | navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being. | <p>reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | Graduation Rates:<br>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

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | NA   | NA  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | \$56,207,008  | 6,252,558   | 11.124%  | 0.000%  | 11.124%  |

| Totals | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$38,897,781.56 | \$4,967,352.63    |             | \$719,793.37  | \$44,584,927.56 | \$35,036,319.70 | \$9,548,607.86      |

| Goal # | Action # | Action Title   | Student Group(s) | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| 1      | 1.1      | Professional Development for Academic Achievement      | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$11,583.60     | \$577,998.00        | \$520,198.20   |                   |             | \$69,383.40   | \$589,581.60   |
| 1      | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$6,731,290.07  | \$96,743.75         | \$5,670,577.74 | \$1,086,802.02    |             | \$70,654.06   | \$6,828,033.82 |
| 1      | 1.3      | Teacher Collaboration for Academic Achievement         | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$8,272,995.02  | \$0.00              | \$6,968,832.60 | \$1,304,162.42    |             |               | \$8,272,995.02 |
| 1      | 1.4      | Synchronous and Asynchronous Instructional Tools       | All              | No<br>Yes                                       | LEA-wide                                 |                               |             | 2024-2025 | \$413.70        | \$491,473.83        | \$470,144.64   |                   |             | \$21,742.89   | \$491,887.53   |
| 1      | 1.5      | English Learner Student Achievement                    | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$407,379.89    | \$0.00              | \$320,430.84   |                   |             | \$86,949.05   | \$407,379.89   |
| 1      | 1.6      | LTEL Support   | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              |             |           | \$1,389,500.40  | \$0.00              | \$1,389,500.40 |                   |             |               | \$1,389,500.40 |
| 1      | 1.7      | Foster and Homeless Academic Achievement               | Foster Youth     | Yes   | Limited to Unduplicated Student          | Foster Youth                  | All Schools | 2024-2025 | \$66,166.69     | \$10,047.00         | \$76,213.69    |                   |             |               | \$76,213.69    |



| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM |          |  |                    |                       |   |  |  |             |           |                 |                     |                |                   |             |               |                |
|--|----------|--|--------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| Goal #   | Action # | Action Title   | Student Group(s)   |                       | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|  |          |  |                    |                       |   | Group(s)                                 |  |             |           |                 |                     |                |                   |             |               |                |
| 2  | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Foster Low         | Youth Income          | Yes   | LEA-wide                                 | Foster Youth Low Income                  |             | 2024-2025 | \$317,459.41    | \$7,666,921.17      | \$7,096,079.00 | \$570,842.17      |             | \$317,459.41  | \$7,984,380.58 |
| 2  | 2.2      | Track and Record Daily Student Participation                           | Foster Low         | Youth Income          |   |  | Foster Youth Low Income                  |             | 2024-2025 | \$6,875,341.96  | \$433,338.94        | \$6,439,239.29 | \$869,441.61      |             |               | \$7,308,680.90 |
| 2  | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | 2024-2025 | \$4,847,603.07  | \$0.00              | \$4,195,521.86 | \$652,081.21      |             |               | \$4,847,603.07 |
| 2  | 2.4      | Caretaker Engagement Support   | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | 2024-2025 | \$334,744.32    | \$0.00              | \$334,744.32   |                   |             |               | \$334,744.32   |
| 2  | 2.5      | Social Emotional / Mental Health Supports                              | All                |                       | No  |  |  |             | 2024-2025 | \$565,749.75    | \$74,124.40         | \$565,749.75   | \$49,302.40       |             | \$24,822.00   | \$639,874.15   |
| 2  | 2.6      | Increasing Diversity and Inclusion                                     | All                |                       | No  |  |  |             | 2024-2025 | \$103,355.40    | \$0.00              | \$103,355.40   |                   |             |               | \$103,355.40   |
| 2  | 2.7      | Foster and Homeless Youth Engagement Support                           | Foster             | Youth                 | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | 2024-2025 | \$69,705.56     | \$0.00              | \$69,705.56    |                   |             |               | \$69,705.56    |
| 2  | 2.8      | In-Person and Virtual Engagement and Enrichment                        | All                |                       | No  |  |  |             | 2024-2025 | \$128,782.56    | \$118,200.00        | \$118,200.00   |                   |             | \$128,782.56  | \$246,982.56   |
| 3  | 3.1      | College Preparation  | All                |                       | No  |  |  |             | 2024-2025 | \$1,380,627.27  | \$0.00              | \$1,380,627.27 |                   |             |               | \$1,380,627.27 |
| 3  | 3.2      | Career Preparation (CTE)   | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$517.13        | \$27,908.20         | \$28,425.33    |                   |             |               | \$28,425.33    |
| 3  | 3.3      | AVID Program Implementation  | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$7,895.76      | \$5,856.22          | \$13,751.98    |                   |             |               | \$13,751.98    |
| 3  | 3.4      | Credit Recovery and Summer Intervention                                | English Foster Low | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$1,355,694.84  | \$41,268.35         | \$1,396,963.19 |                   |             |               | \$1,396,963.19 |

California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM

| Goal # | Action # | Action Title                           | Student Group(s)           | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|--------|----------|--|----------------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| 3      | 3.5      | Transition Plans                       | Students with Disabilities | No  |       |                               |          | 2024-2025 | \$482,027.14    | \$0.00              | \$264,666.74   | \$217,360.40      |             |               | \$482,027.14   |
| 3      | 3.6      | Graduation Rate Progress Monitoring    | All                        | No  |       |                               |          | 2024-2025 | \$1,549,701.00  | \$0.00              | \$1,332,340.60 | \$217,360.40      |             |               | \$1,549,701.00 |
| 3      | 3.7      | Dual Enrollment Options                | All                        | No  |       |                               |          | 2024-2025 | \$66,166.69     | \$4,728.00          | \$70,894.69    |                   |             |               | \$70,894.69    |
| 3      | 3.8      | Early Intervention Program Development | All                        | No  |       |                               |          | 2024-2025 | \$71,618.47     | \$0.00              | \$71,618.47    |                   |             |               | \$71,618.47    |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$56,207,008                 | 6,252,558  | 11.124%   | 0.000%   | 11.124%   | \$28,551,089.35   | 0.000%   | 50.796 %   | <b>Total:</b>            | \$28,551,089.35  |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$26,695,238.86  |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$1,855,850.49   |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1    | 1.1      | Professional Development for Academic Achievement      | Yes   | LEA-wide                                 |                               |             | \$520,198.20   |   |
| 1    | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Yes   | LEA-wide                                 |                               |             | \$5,670,577.74   |   |
| 1    | 1.3      | Teacher Collaboration for Academic Achievement         | Yes   | LEA-wide                                 |                               |             | \$6,968,832.60   |   |
| 1    | 1.4      | Synchronous and Asynchronous Instructional Tools       | Yes   | LEA-wide                                 |                               |             | \$470,144.64   |   |
| 1    | 1.5      | English Learner Student Achievement                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$320,430.84   |   |
| 1    | 1.6      | LTEL Support   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              |             | \$1,389,500.40   |   |
| 1    | 1.7      | Foster and Homeless Academic Achievement               | Yes   | Limited to Unduplicated                  | Foster Youth                  | All Schools | \$76,213.69  |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
|      |          |  |   | Student Group(s)                         |  |             |  |   |
| 2    | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | LEA-wide                                 | Foster Youth Low Income                  |             | \$7,096,079.00   |   |
| 2    | 2.2      | Track and Record Daily Student Participation                           |   |  | Foster Youth Low Income                  |             | \$6,439,239.29   |   |
| 2    | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | \$4,195,521.86   |   |
| 2    | 2.4      | Caretaker Engagement Support   | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | \$334,744.32   |   |
| 2    | 2.7      | Foster and Homeless Youth Engagement Support                           | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | \$69,705.56  |   |
| 3    | 3.2      | Career Preparation (CTE)   | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | \$28,425.33  |   |
| 3    | 3.3      | AVID Program Implementation  | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | \$13,751.98  |   |
| 3    | 3.4      | Credit Recovery and Summer Intervention                                | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | \$1,396,963.19   |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$41,111,874.07                                      | \$42,153,502.32                            |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| startcollapse      |                      |  |  |  |   |
| 1                  | 1.1                  | Professional Development for Academic Achievement                      | No   | \$675,667.35                                   | \$443,382.23                                      |
| 1                  | 1.2                  | Diagnostic Assessments and MTSS Academic Interventions                 | No   | \$5,377,013.03                                 | \$6,141,523.80                                    |
| 1                  | 1.3                  | Teacher Collaboration for Academic Achievement                         | No   | \$6,654,677.68                                 | \$7,421,303.35                                    |
| 1                  | 1.4                  | Synchronous and Asynchronous Instructional Tools                       | No   | \$84,380.57                                    | \$492,611.51                                      |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes  | \$230,285.14                                   | \$369,855.97                                      |
| 1                  | 1.6                  | LTEL Support   | Yes  | \$78,422.84                                    | \$104,072.71                                      |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes  | \$42,599.82                                    | \$67,404.19                                       |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No<br>Yes                                      | \$9,842,070.94                                 | \$7,733,367.28                                    |
| 2                  | 2.2                  | Track and Record Daily Student Participation                           | No   | \$8,913,397.86                                 | \$8,906,197.43                                    |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students | Yes  | \$3,785,872.05                                 | \$4,336,445.77                                    |
| 2                  | 2.4                  | Learning Coach Engagement Support                         | Yes  | \$376,097.91                                   | \$359,670.85                                      |
| 2                  | 2.5                  | Social Emotional / Mental Health Supports                 | No   | \$553,979.79                                   | \$703,726.84                                      |
| 2                  | 2.6                  | Increasing Diversity and Inclusion                        | No   | \$553,736.83                                   | \$336,077.92                                      |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support              | Yes  | \$44,965.01                                    | \$60,321.49                                       |
| 2                  | 2.8                  | In-Person and Virtual Engagement and Enrichment           | No   | \$172,150.00                                   | \$280,490.00                                      |
| 3                  | 3.1                  | College Preparation                                       | No   | \$1,024,317.44                                 | \$1,229,775.84                                    |
| 3                  | 3.2                  | Career Preparation (CTE)                                  | Yes  | \$128,916.85                                   | \$64,161.39                                       |
| 3                  | 3.3                  | AVID Program Implementation                               | Yes  | \$12,984.77                                    | \$11,241.71                                       |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                   | Yes  | \$976,860.39                                   | \$1,222,468.70                                    |
| 3                  | 3.5                  | Transition Plans  | No   | \$316,858.24                                   | \$423,921.42                                      |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                       | No   | \$1,219,357.53                                 | \$1,388,420.23                                    |
| 3                  | 3.7                  | Dual Enrollment Options                                   | No   | \$47,262.03                                    | \$57,061.69                                       |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$5,845,802  | \$14,248,226.80   | \$13,493,219.08   | \$755,007.72   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| startcollapse      |                      |  |   |  |   |   |   |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes   | \$230,285.14   | \$305,208.17  |   |   |
| 1                  | 1.6                  | LTEL Support   | Yes   | \$78,422.84  | \$104,072.71  |   |   |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes   | \$42,599.82  | \$67,404.19   |   |   |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | \$9,011,383.66   | \$7,549,834.77  |   |   |
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students              | Yes   | \$3,346,495.13   | \$3,749,421.83  |   |   |
| 2                  | 2.4                  | Learning Coach Engagement Support                                      | Yes   | \$376,081.79   | \$359,580.56  |   |   |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support                           | Yes   | \$44,965.01  | \$60,321.49   |   |   |
| 3                  | 3.2                  | Career Preparation (CTE)   | Yes   | \$128,148.25   | \$63,664.95   |   |   |
| 3                  | 3.3                  | AVID Program Implementation  | Yes   | \$12,984.77  | \$11,241.71   |   |   |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                                | Yes   | \$976,860.39   | \$1,222,468.70  |   |   |

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.





# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 55,801,850  | \$5,845,802   | 0  | 10.476%   | \$13,493,219.08  | 0.000%  | 24.181%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that



is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### **Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### **Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### **State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- 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

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
 Complete the table as follows. Add additional rows as necessary.

| Action #  |
|---|
| <ul style="list-style-type: none"> <li>Enter the action number.</li> </ul>  |
| Title   |
| <ul style="list-style-type: none"> <li>Provide a short title for the action. This title will also appear in the action tables.</li> </ul> |
| Description   |
| <ul style="list-style-type: none"> <li>Provide a brief description of the action.</li> </ul>  |



- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name           | Contact Name and Title               | Email and Phone                           |
|---|--------------------------------------|---|
| California Connections Academy Central Valley | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-461-1667 |

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Central Valley serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Alpaugh Unified School District, and enrolls students in five counties: Tulare, Kings, Kern, Fresno and Inyo. In 2006 the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Valley is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Central Valley program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools



A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Central Valley's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate, Chronic Absenteeism, and Graduation Rate. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, the Chronic Absenteeism indicator has shown only a slight decline of 3.3% making our Chronically Absent rate 13.8%. Furthermore, The overall Graduation Rate has maintained by only declining a slight 0.9% keeping the Grad Rate indicator above the 68% State threshold at 77.3%. This maintenance speaks volumes about the unwavering commitment of our teachers and all staff toward student engagement, participation, and attendance. Thus encouraging our all school efforts of building community and the importance of regular contacts and interventions.

However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Central Valley finds itself listed on the lowest (very low) performance level for English Language Arts and the low level for Mathematics under the Academic Performance indicators. An in-depth analysis of these Academic Performance metrics finds English Language Arts and Mathematics subgroups mirror each other, by including Students with Disabilities and White student populations. Mathematics also includes the Two or More Races subgroup. The lowest performance level for English Language Arts translates to an overall 152.4 points below standard, with a decline of 12 points from the previous year. In Mathematics, our performance resulted in 190.2 points below standard, with a decline of 1.9 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Central Valley remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Central Valley.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2023 California Dashboard, California Connections Academy Central Valley qualifies for level two technical assistance regarding Priority 4: Pupil Achievement in English Language Arts and Mathematics, as well as Priority 8: Student Outcomes in the College and Career indicator. This designation is due to our white student population receiving the lowest indicator level in both state priorities.

For Pupil Achievement, our white student population of 90 eligible students scored 80.3 points below standard, declining by 19.1 points in English Language Arts and 129.9 points below standard, declining by 13.3 points in Mathematics. Regarding Student Outcomes, our white student population of 31 eligible students received the lowest metric on the college career indicator, with only 3.2% prepared. This data prompted us to reflect deeply on the services we provide not only to our white student population but to all students. We initiated technical assistance in January 2024 with the Tulare County Office of Education (TCOE) to guide us through this process. Our meetings since then have involved thoughtful reflection, discussion, and the development of a plan to improve our Pupil Achievement and provide services that promote academic success for all students, including our white student population.



Our focus has been on Pupil Achievement in English Language Arts and Mathematics, aiming to implement processes that drive positive change for our students to excel in these areas. Analyzing our student scores and state testing data from the 2023 Dashboard, we found that while our distance from the standard for all student groups was notably low, especially in math, it was the LOSS score penalty that predominantly kept us low. Lack of participation in state testing from our families was the primary reason for our low scores in most cases. As a fully online Charter School, we diligently educate our families on the importance of state testing but encounter obstacles such as travel, work schedules, and student health concerns.

Academic data shows that our students are academically or near academically proficient in comparable diagnostics like iReady for K-8 and MAP for high school. Participation in these internal diagnostics is high, over 95%, due to their virtual nature. Our survey of parents, students, and staff regarding state testing revealed that travel, work commitments, and student anxiety and health concerns were the top reasons for disengagement. Teachers and staff also cited inadequate curriculum and lack of CAASPP practice tests as factors contributing to low participation.

As a result, we devised the following actions in collaboration with our technical assistance team:

- Parent/Student Testing Information Nights
- Small Testing Sites
- More Testing Locations (Closer to More Families)
- Saturday Testing Sites
- Implementation of New Curriculum in all Content Areas and Grade Bands for the 24/25 School Year
- Implementation and Monitoring of IXL and Smarter Balanced CAASPP Testing Prep by all grade level teams and administration.

We anticipate these efforts will result in a 5% increase in academic scores for all student populations, including our white population, which currently exhibits the largest deficit. Specifically, our white student population will increase their distance from the standard and move closer to the state benchmark.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s)    | Process for Engagement  |
|---------------------------|---|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings  |
| Students                  | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings   |
| Teachers                  | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.                                     |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |
| Other school personnel    | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC   |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.1      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.2      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% |                                  |
| 1.3      | Increase English Learner reclassification rates   | In 2023-2024, the RFEP rate through month 8 was 10.64%   |                |                | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 11.1%  |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description  | Total Funds    | Contributing |
|----------|--|--|----------------|--------------|
| 1.1      | Professional Development for Academic Achievement      | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.  | \$96,767.20    | Yes          |
| 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | \$1,120,675.61 | Yes          |
| 1.3      | Teacher Collaboration for Academic Achievement         | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.  | \$1,357,835.06 | Yes          |
| 1.4      | Synchronous and Asynchronous Instructional Tools       | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.  | \$80,732.81    | Yes          |
| 1.5      | English Learner Student Achievement                    | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.  | \$66,862.69    | Yes          |
| 1.6      | LTEL Support   | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.   | \$228,056.75   | Yes          |
| 1.7      | Foster and Homeless Academic Achievement               | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation  | \$12,508.85    | Yes          |





# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | Maintain a high rate of biweekly contacts | In 2023 - 2024, the average biweekly contact rate was 97.3%       |                |                | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. |                                  |
| 2.2      | Decrease chronic absenteeism              | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% |                |                | The desired outcome for 2026-2027 month 7   |                                  |

| Metric # | Metric                         | Baseline                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|----------------|----------------|---|----------------------------------|
|          |                                |                                      |                |                | chronic absenteeism rate will be less than 14.34%.      |                                  |
| 2.3      | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% |                |                | The desired outcome for 2026-2027 suspension rate is 0% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title                          | Description   | Total Funds    | Contributing |
|----------|--------------------------------|---|----------------|--------------|
| 2.1      | Access to Technology, Internet | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to | \$1,310,465.17 | Yes          |

| Action #   | Title   | Description  | Total Funds    | Contributing |
|------------|---|--|----------------|--------------|
|            | Connectivity, and a Rigorous Curriculum                   | the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.  |                |              |
| <b>2.2</b> | Track and Record Daily Student Participation              | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$1,199,563.53 | No           |
| <b>2.3</b> | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.   | \$795,630.28   | Yes          |
| <b>2.4</b> | Caretaker Engagement Support                              | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.  | \$54,941.12    | Yes          |
| <b>2.5</b> | Social Emotional / Mental Health Supports                 | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is   | \$105,021.64   | No           |

| Action #   | Title   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
|            |   | needed, the school will consult and consider hiring additional experts in these fields.  |             |              |
| <b>2.6</b> | Increasing Diversity and Inclusion              | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.  | \$16,963.58 | No           |
| <b>2.7</b> | Foster and Homeless Youth Engagement Support    | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$11,440.68 | Yes          |
| <b>2.8</b> | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.  | \$40,536.90 | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 3.1      | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% |                |                | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% |                                  |
| 3.2      | Increase summer school course pass rates  | In the summer of 2023, the summer school   |                |                | The desired outcome for the  |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  | course pass rate was 83%   |                |                | summer school course pass rate for the summer of 2026 is 87%.                                    |                                  |
| 3.3      | Increase graduation rates  | The 2022-2023 grad rate was 77.3%  |                |                | The desired outcome for the 2025-2026 grad rate is 81.1%   |                                  |
| 3.4      | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 25% |                |                | The desired outcome of students completing a-g requirements for the 2024-25 school year is 26.2% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title                                   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
| 3.1      | College Preparation                     | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.                                       | \$226,600.41 | Yes          |
| 3.2      | Career Preparation (CTE)                | Develop and implement formal Career Technical Education Pathways.  | \$4,665.41   | Yes          |
| 3.3      | AVID Program Implementation             | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.  | \$2,257.09   | Yes          |
| 3.4      | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits. | \$229,281.61 | Yes          |
| 3.5      | Transition Plans                        | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.  | \$79,114.44  | No           |
| 3.6      | Graduation Rate Progress Monitoring     | Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.  | \$254,350.25 | Yes          |

| Action #   | Title                                  | Description  | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
|            |  |  |             |              |
| <b>3.7</b> | Dual Enrollment Options                | Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.   | \$11,635.85 | No           |
| <b>3.8</b> | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$11,754.64 | No           |



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$2,000,131   | \$   |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 21.823%   | 0.000%                      | \$0.00                  | 21.823%   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| 1.1               | <p><b>Action:</b><br/>Professional Development for Academic Achievement</p> <p><b>Need:</b><br/>Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support, | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p>                      | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| 1.2               | <p><b>Action:</b><br/>Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b><br/>Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p> | <p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p> | <p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>   |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   | <p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention<br/>Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| 1.3               | <p><b>Action:</b><br/>Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b><br/>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p> | <p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and inclusion while creating a culture of continuous improvement.</p>                    | <p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.  |
| 1.4               | <p><b>Action:</b><br/>Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b><br/>Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement:<br/>Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes:<br/>Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>Equity and Access:<br/>Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact:<br/>Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   |  |   | essential for their success in and beyond high school.  |
| 2.1               | <p><b>Action:</b><br/>Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b><br/>The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement. | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology:<br/>Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy.<br/>Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system.<br/>Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation.<br/>Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Internet Connectivity:<br/>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum:<br/>Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> |

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|                   |                    |   | <p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:<br/>Collecting demographic data, survey responses, and other relevant information through the student information system.<br/>Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.<br/>Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p> |



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|                   |   |   | <p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| 2.3               | <p><b>Action:</b><br/>Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b><br/>Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates:<br/>Monitoring attendance can indicate if students are more consistently attending classes after the</p>  |

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|                   | <p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   | <p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p> |

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|                   |  |  | <p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates:<br/>Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| 2.4               | <p><b>Action:</b><br/>Caretaker Engagement Support</p> <p><b>Need:</b><br/>The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b></p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>  |

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|                   | LEA-wide           | promoting academic success and overall well-being.  | <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> |

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|                   |  |   | <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| <b>3.1</b>        | <p><b>Action:</b><br/>College Preparation</p> <p><b>Need:</b></p> <p><b>Scope:</b><br/>LEA-wide</p>  |   |   |
| <b>3.2</b>        | <p><b>Action:</b><br/>Career Preparation (CTE)</p> <p><b>Need:</b><br/>The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing</p> | Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that | Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:   |

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|                   | <p>need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |

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| 3.3               | <p><b>Action:</b><br/>AVID Program Implementation</p> <p><b>Need:</b><br/>The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates:<br/>Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates:<br/>Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement:<br/>Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p> |

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|                   |  |   | <p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data:<br/>Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| 3.4               | <p><b>Action:</b><br/>Credit Recovery and Summer Intervention</p> <p><b>Need:</b><br/>The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p>  |



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|                   | <p>opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p><b>Credit Attainment:</b><br/>Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p><b>Graduation Rates:</b><br/>Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p><b>Course Completion Rates:</b><br/>Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p> |

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|                   |                    |   | <p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p> |

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|                   |   |   | 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               | <p><b>Action:</b><br/>Graduation Rate Progress Monitoring</p> <p><b>Need:</b><br/>Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance. | <p>Effectiveness in monitoring graduation rates can be measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If</p> |

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|                   |                    |   | <p>the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p> |

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|                   |                    |   | Resource Utilization:<br>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   |
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| <b>1.5</b>        | <p><b>Action:</b><br/>English Learner Student Achievement</p> <p><b>Need:</b><br/>By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students. | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over</p> |

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|                   |                    |   | <p>time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
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|                   |                    |   | <p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p> |

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|                   |  |  | 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.  |
| <b>1.6</b>        | <p><b>Action:</b><br/>LTEL Support</p> <p><b>Need:</b><br/>Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement. | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued</p> |

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|                   |  |  | <p>assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| 1.7               | <b>Action:</b><br>Foster and Homeless Academic Achievement | Our school can effectively address the academic achievement needs of foster and homeless | Monitoring the effectiveness of actions   |

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|                   | <p><b>Need:</b><br/>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>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.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
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|                   |                    |   | <p>patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates:<br/>Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources:<br/>Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our</p> |

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|                   |                    |   | <p>school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in</p> |

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|                   |  |  | <p>supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p> |
| 2.7               | <p><b>Action:</b><br/>Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b><br/>Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require</p> | Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically</p>  |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
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|                   | <p>additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p> | <p>designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p><b>Academic Progress:</b><br/>Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p><b>Feedback and Surveys:</b><br/>Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p><b>Retention Rates:</b> Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>engagement with the provided support.</p> <p>Graduation Rates:<br/>Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p> |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students     | NA   | NA  |



| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | \$9,165,444   | \$2,000,131   | 21.823%  | 0.000%  | 21.823%  |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$6,384,306.17 | \$721,593.09      |             | \$211,762.31  | \$7,317,661.57 | \$5,750,461.98  | \$1,567,199.59      |

| Goal # | Action # | Action Title   | Student Group(s) |          | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|--------|----------|--|------------------|----------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| 1      | 1.1      | Professional Development for Academic Achievement                      |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$1,901.20      | \$94,866.00         | \$85,379.40    |                   |             | \$11,387.80   | \$96,767.20    |
| 1      | 1.2      | Diagnostic Assessments and MTSS Academic Interventions                 |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$1,104,797.19  | \$15,878.42         | \$930,703.96   | \$178,375.29      |             | \$11,596.36   | \$1,120,675.61 |
| 1      | 1.3      | Teacher Collaboration for Academic Achievement                         |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$1,357,835.06  | \$0.00              | \$1,143,784.71 | \$214,050.35      |             |               | \$1,357,835.06 |
| 1      | 1.4      | Synchronous and Asynchronous Instructional Tools                       |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$67.90         | \$80,664.91         | \$77,232.08    |                   |             | \$3,500.73    | \$80,732.81    |
| 1      | 1.5      | English Learner Student Achievement                                    | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$66,862.69     | \$0.00              | \$52,591.86    |                   |             | \$14,270.83   | \$66,862.69    |
| 1      | 1.6      | LTEL Support   | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$228,056.75    | \$0.00              | \$228,056.75   |                   |             |               | \$228,056.75   |
| 1      | 1.7      | Foster and Homeless Academic Achievement                               | Foster           | Youth    | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | 2024-2025 | \$10,859.85     | \$1,649.00          | \$12,508.85    |                   |             |               | \$12,508.85    |
| 2      | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low              | Income   | Yes   | LEA-wide                                 | Low Income                    | All Schools | 2024-2025 | \$52,104.17     | \$1,258,361.00      | \$1,164,669.48 |                   |             | \$145,795.69  | \$1,310,465.17 |

| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM |          |   |                            |                       |   |  |  |             |           |                 |                     |                |                   |             |               |                |
|--|----------|---|----------------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| Goal #   | Action # | Action Title  | Student Group(s)           |                       | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
| 2  | 2.2      | Track and Record Daily Student Participation              | All                        |                       | No  |  |  |             | 2024-2025 | \$1,128,440.22  | \$71,123.31         | \$1,056,863.30 | \$142,700.23      |             |               | \$1,199,563.53 |
| 2  | 2.3      | Framework of Tiered Re-engagement Strategies for Students | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$795,630.28    | \$0.00              | \$688,605.11   | \$107,025.17      |             |               | \$795,630.28   |
| 2  | 2.4      | Caretaker Engagement Support                              | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$54,941.12     | \$0.00              | \$54,941.12    |                   |             |               | \$54,941.12    |
| 2  | 2.5      | Social Emotional / Mental Health Supports                 | All                        |                       | No  |  |  |             | 2024-2025 | \$92,855.71     | \$12,165.93         | \$92,855.71    | \$8,091.93        |             | \$4,074.00    | \$105,021.64   |
| 2  | 2.6      | Increasing Diversity and Inclusion                        | All                        |                       | No  |  |  |             | 2024-2025 | \$16,963.58     | \$0.00              | \$16,963.58    |                   |             |               | \$16,963.58    |
| 2  | 2.7      | Foster and Homeless Youth Engagement Support              | Foster                     | Youth                 | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | 2024-2025 | \$11,440.68     | \$0.00              | \$11,440.68    |                   |             |               | \$11,440.68    |
| 2  | 2.8      | In-Person and Virtual Engagement and Enrichment           | All                        |                       | No  |  |  |             | 2024-2025 | \$21,136.90     | \$19,400.00         | \$19,400.00    |                   |             | \$21,136.90   | \$40,536.90    |
| 3  | 3.1      | College Preparation                                       | English Foster             | Learners Youth        | Yes   | LEA-wide                                 | English Learners Foster Youth            | All Schools | 2024-2025 | \$226,600.41    | \$0.00              | \$226,600.41   |                   |             |               | \$226,600.41   |
| 3  | 3.2      | Career Preparation (CTE)                                  | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$84.88         | \$4,580.53          | \$4,665.41     |                   |             |               | \$4,665.41     |
| 3  | 3.3      | AVID Program Implementation                               | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$1,295.92      | \$961.17            | \$2,257.09     |                   |             |               | \$2,257.09     |
| 3  | 3.4      | Credit Recovery and Summer Intervention                   | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$222,508.29    | \$6,773.32          | \$229,281.61   |                   |             |               | \$229,281.61   |
| 3  | 3.5      | Transition Plans  | Students with Disabilities |                       | No  |  |  |             | 2024-2025 | \$79,114.44     | \$0.00              | \$43,439.38    | \$35,675.06       |             |               | \$79,114.44    |
| 3  | 3.6      | Graduation Rate Progress Monitoring                       | English Foster             | Learners Youth        | Yes   | LEA-wide                                 | English Learners Foster Youth            | All Schools | 2024-2025 | \$254,350.25    | \$0.00              | \$218,675.19   | \$35,675.06       |             |               | \$254,350.25   |

California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM

| Goal # | Action # | Action Title                           | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|
|        |          |  | Low Income       |   |       | Low Income                    |          |           |                 |                     |             |                   |             |               |             |
| 3      | 3.7      | Dual Enrollment Options                | All              | No  |       |                               |          | 2024-2025 | \$10,859.85     | \$776.00            | \$11,635.85 |                   |             |               | \$11,635.85 |
| 3      | 3.8      | Early Intervention Program Development | All              | No  |       |                               |          | 2024-2025 | \$11,754.64     | \$0.00              | \$11,754.64 |                   |             |               | \$11,754.64 |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$9,165,444                  | \$2,000,131  | 21.823%   | 0.000%   | 21.823%   | \$5,131,393.71  | 0.000%   | 55.986 %   | <b>Total:</b>            | \$5,131,393.71   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$4,826,795.57   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$304,598.14     |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1    | 1.1      | Professional Development for Academic Achievement      | Yes   | LEA-wide                                 |                               | All Schools | \$85,379.40  |   |
| 1    | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Yes   | LEA-wide                                 |                               | All Schools | \$930,703.96   |   |
| 1    | 1.3      | Teacher Collaboration for Academic Achievement         | Yes   | LEA-wide                                 |                               | All Schools | \$1,143,784.71   |   |
| 1    | 1.4      | Synchronous and Asynchronous Instructional Tools       | Yes   | LEA-wide                                 |                               | All Schools | \$77,232.08  |   |
| 1    | 1.5      | English Learner Student Achievement                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$52,591.86  |   |
| 1    | 1.6      | LTEL Support   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$228,056.75   |   |
| 1    | 1.7      | Foster and Homeless Academic Achievement               | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | \$12,508.85  |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2    | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | LEA-wide                                 | Low Income                                     | All Schools | \$1,164,669.48   |   |
| 2    | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$688,605.11   |   |
| 2    | 2.4      | Caretaker Engagement Support   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>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<br>Foster Youth               | All Schools | \$226,600.41   |   |
| 3    | 3.2      | Career Preparation (CTE)   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$4,665.41   |   |
| 3    | 3.3      | AVID Program Implementation  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,257.09   |   |
| 3    | 3.4      | Credit Recovery and Summer Intervention                                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$229,281.61   |   |
| 3    | 3.6      | Graduation Rate Progress Monitoring                                    | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$218,675.19   |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$5,791,158.28                                       | \$6,918,595.15                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| startcollapse      |                      |  |  |  |   |
| 1                  | 1.1                  | Professional Development for Academic Achievement                      | No   | \$85,981.06                                    | \$72,771.70                                       |
| 1                  | 1.2                  | Diagnostic Assessments and MTSS Academic Interventions                 | No   | \$793,329.79                                   | \$1,007,999.68                                    |
| 1                  | 1.3                  | Teacher Collaboration for Academic Achievement                         | No   | \$979,243.81                                   | \$1,218,048.10                                    |
| 1                  | 1.4                  | Synchronous and Asynchronous Instructional Tools                       | No   | \$12,449.59                                    | \$80,851.63                                       |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes  | \$33,976.50                                    | \$60,703.94                                       |
| 1                  | 1.6                  | LTEL Support   | Yes  | \$11,570.58                                    | \$17,081.31                                       |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes  | \$6,285.22                                     | \$11,062.96                                       |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No<br>Yes                                      | \$1,278,200.86                                 | \$1,269,266.71                                    |
| 2                  | 2.2                  | Track and Record Daily Student Participation                           | No   | \$1,247,195.59                                 | \$1,461,761.68                                    |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students | Yes  | \$558,571.28                                   | \$711,734.75                                      |
| 2                  | 2.4                  | Learning Coach Engagement Support                         | Yes  | \$55,489.86                                    | \$59,032.27                                       |
| 2                  | 2.5                  | Social Emotional / Mental Health Supports                 | No   | \$133,593.84                                   | \$115,501.70                                      |
| 2                  | 2.6                  | Increasing Diversity and Inclusion                        | No   | \$25,551.34                                    | \$55,160.00                                       |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support              | Yes  | \$6,634.18                                     | \$9,900.48  |
| 2                  | 2.8                  | In-Person and Virtual Engagement and Enrichment           | No   | \$21,950.00                                    | \$46,036.43                                       |
| 3                  | 3.1                  | College Preparation                                       | Yes  | \$151,128.80                                   | \$201,841.38                                      |
| 3                  | 3.2                  | Career Preparation (CTE)                                  | Yes  | \$10,398.65                                    | \$10,530.72                                       |
| 3                  | 3.3                  | AVID Program Implementation                               | Yes  | \$1,915.79                                     | \$1,845.09  |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                   | Yes  | \$144,063.66                                   | \$200,642.07                                      |
| 3                  | 3.5                  | Transition Plans  | No   | \$46,749.58                                    | \$69,577.63                                       |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                       | Yes  | \$179,905.21                                   | \$227,879.46                                      |
| 3                  | 3.7                  | Dual Enrollment Options                                   | No   | \$6,973.09                                     | \$9,365.46  |



# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$1,791,366  | \$2,057,282.71  | \$2,392,566.77  | (\$335,284.06)   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| startcol<br>lapse  |                      |  |   |  |   |   |   |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes   | \$33,976.50  | \$50,093.39   |   |   |
| 1                  | 1.6                  | LTEL Support   | Yes   | \$11,570.58  | \$17,081.31   |   |   |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes   | \$6,285.22   | \$11,062.96   |   |   |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | \$1,171,818.46   | \$1,239,143.78  |   |   |
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students              | Yes   | \$493,745.18   | \$615,387.34  |   |   |
| 2                  | 2.4                  | Learning Coach Engagement Support                                      | Yes   | \$55,487.48  | \$59,017.45   |   |   |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support                           | Yes   | \$6,634.18   | \$9,900.48  |   |   |
| 3                  | 3.1                  | College Preparation  | Yes   | \$96,359.53  | \$140,481.84  |   |   |
| 3                  | 3.2                  | Career Preparation (CTE)   | Yes   | \$10,285.25  | \$10,449.24   |   |   |
| 3                  | 3.3                  | AVID Program Implementation  | Yes   | \$1,915.79   | \$1,845.09  |   |   |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                                | Yes   | \$144,063.66   | \$200,642.07  |   |   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title          | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|-------------------------------------|---|--|---|---|---|
| 3                  | 3.6                  | Graduation Rate Progress Monitoring | Yes   | \$25,140.88  | \$37,461.82   |   |   |

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$9,134,731   | \$1,791,366   | 0  | 19.610%   | \$2,392,566.77   | 0.000%  | 26.192%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

## Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### **Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### **Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### **State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain



- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

## A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

## A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

### Actions:

Complete the table as follows. Add additional rows as necessary.

#### Action #

- Enter the action number.

#### Title

- Provide a short title for the action. This title will also appear in the action tables.

#### Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:  
LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name      | Contact Name and Title               | Email and Phone                           |
|--|--------------------------------------|---|
| California Connections Academy North Bay | Dr. Richard Savage<br>Superintendent | rsavage@californiaops.org<br>949-467-1667 |

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy North Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Middletown Unified School District, and enrolls students in seven counties: Lake, Colusa, Glenn, Mendocino, Napa, Sonoma and Yolo. In 2014, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy North Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy North Bay program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year



A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy North Bay's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and maintenance of Chronic Absenteeism. We proudly boast a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. Additionally, our Chronic Absenteeism has shown only a slight increase of 3.7%, reaching 15%, which is still above the state's rate of 24.3%. Despite this, we remain committed to educating our families, especially our unduplicated population, on the importance of attendance and engagement.

The 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy North Bay finds itself listed on the lowest performance level for Academic Engagement in regards to Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics.

An in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, reveals concerning declines overall. The Graduation Rate decreased by 13.3% to 64.5%, for all student groups. The number of students counted is 31. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other in one area, Socioeconomically Disadvantaged, and include White in the lowest Math performance level. The lowest performance level for English Language Arts translates to an overall 84.3 points below standard, with a decline of 57.6 points from the previous year. In Mathematics, our performance resulted in 159.2 points below standard, with a decline of 45.5 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy North Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy North Bay.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Connections Academy North Bay

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

### Needs Assessment:

Our 2023 graduation rate is 64.5%, below the ESSA-defined threshold of 68%. Our graduation rate percentage dropped 13.3%, from 77.8% to 64.5%, which put California Connections Academy North Bay the state threshold for the 2023 school year. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 64.5%, which is still below 68% threshold set forth by the State. There was a 13.3% significant decrease in graduation rate from the 2022 graduation rate of 77.8%. The lowest group in 2022 was the Socioeconomically Disadvantaged group at 77.3%, and the highest was the White group at 92.3%. In 2023, the highest group was the Socioeconomically Disadvantaged student group at 66.7%, and the lowest was the Hispanic student group at 63.6%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups. Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 69.5% of 9th graders remained on track at the conclusion of the first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50%

pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

#### Root Cause Analysis:

- A graduation rate decline of 9% to 73.2% for all student groups and below the 68% threshold for some of our student groups needs to be addressed
- Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

#### Evidence-Based Interventions:

To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:

- Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
  1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
  2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
  3. Checking that the predictors identify a high percentage of the students in that district who dropout of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

- Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

- High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have

shown a propensity to struggle academically, or are struggling with school engagement.

-College and Career Access Pathway (CCAP): According to

<http://cacareerpathways.clasp.org>, “this joint initiative of the California Community Colleges Chancellor’s Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness.” We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.

-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

#### Identification of Resource Inequities:

The mission of California Connections Academy North Bay seeks to provide “a more personalized approach to learning to maximize these students’ potential and meet the highest performance standards.” In this case, students not achieving the basic requirement for a high school diploma are not “meeting the highest performance standards.” Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.



## **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
- The percentage of undergraduates remaining on cohort to increase.
- Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
- In-house summer school program refinement.
- Continued refinement and development of the CHAMPS program.

We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s)    | Process for Engagement  |
|---------------------------|---|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings  |
| Students                  | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings   |
| Teachers                  | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.                                     |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |
| Other school personnel    | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC   |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.1      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.2      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% |                                  |
| 1.3      | Increase English Learner reclassification rates   | In 2023-2024, the RFEP rate through month 8 was 12.5%  |                |                | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 13.1%  |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action #   | Title  | Description  | Total Funds  | Contributing |
|------------|--|--|--------------|--------------|
| <b>1.1</b> | 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          |
| <b>1.2</b> | 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          |
| <b>1.3</b> | 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          |
| <b>1.4</b> | 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          |
| <b>1.5</b> | 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          |
| <b>1.6</b> | LTEL Support   | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.   | \$47,022.01  | Yes          |
| <b>1.7</b> | Foster and Homeless Academic Achievement               | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation  | \$2,579.14   | Yes          |



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal   |

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | Maintain a high rate of biweekly contacts | In 2023 - 2024, the average biweekly contact rate was 97.3%       |                |                | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. |                                  |
| 2.2      | Decrease chronic absenteeism              | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% |                |                | The desired outcome for 2026-2027 month 7   |                                  |

| Metric # | Metric                         | Baseline                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|----------------|----------------|---|----------------------------------|
|          |                                |                                      |                |                | chronic absenteeism rate will be less than 14.34%.      |                                  |
| 2.3      | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% |                |                | The desired outcome for 2026-2027 suspension rate is 0% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title                          | Description   | Total Funds  | Contributing |
|----------|--------------------------------|---|--------------|--------------|
| 2.1      | Access to Technology, Internet | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to | \$270,199.01 | Yes          |

| Action #   | Title   | Description  | Total Funds  | Contributing |
|------------|---|--|--------------|--------------|
|            | Connectivity, and a Rigorous Curriculum                   | the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.  |              |              |
| <b>2.2</b> | Track and Record Daily Student Participation              | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$247,627.89 | No           |
| <b>2.3</b> | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.   | \$164,047.49 | Yes          |
| <b>2.4</b> | Caretaker Engagement Support                              | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.  | \$11,328.07  | Yes          |
| <b>2.5</b> | Social Emotional / Mental Health Supports                 | Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is  | \$21,653.95  | No           |

| Action #   | Title   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
|            |   | needed, the school will consult and consider hiring additional experts in these fields.  |             |              |
| <b>2.6</b> | Increasing Diversity and Inclusion              | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.  | \$3,497.64  | No           |
| <b>2.7</b> | Foster and Homeless Youth Engagement Support    | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$2,358.90  | Yes          |
| <b>2.8</b> | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.  | \$8,358.12  | No           |



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal   |

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 3.1      | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% |                |                | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%        |                                  |
| 3.2      | Increase summer school course pass rates  | In the summer of 2023, the summer school course pass rate was 83%"                 |                |                | The desired outcome for the summer school course pass rate for the summer of 2026 is 87%. |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  |  |                |                |  |                                  |
| 3.3      | Increase graduation rates  | The 2022-2023 grad rate was 64.5%  |                |                | The desired outcome for the 2025-2026 grad rate is 68%   |                                  |
| 3.4      | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 26% |                |                | The desired outcome of students completing a-g requirements for the 2024-25 school year is 27.3% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action #   | Title                                   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| <b>3.1</b> | 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           |
| <b>3.2</b> | Career Preparation (CTE)                | Develop and implement formal Career Technical Education Pathways.  | \$961.94    | Yes          |
| <b>3.3</b> | 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          |
| <b>3.4</b> | 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          |
| <b>3.5</b> | 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           |
| <b>3.6</b> | Graduation Rate Progress Monitoring     | Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.  | \$52,443.35 | No           |
| <b>3.7</b> | Dual Enrollment Options                 | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.  | \$2,399.14  | No           |

| Action # | Title                                  | Description   | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 3.8      | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program | \$2,423.64  | No           |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$227,843   | \$   |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 12.055%   | 0.000%                      | \$0.00                  | 12.055%   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| 1.1               | <p><b>Action:</b><br/>Professional Development for Academic Achievement</p> <p><b>Need:</b><br/>Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support, | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p>                      | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| 1.2               | <p><b>Action:</b><br/>Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b><br/>Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p> | <p>implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p> | <p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>  |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis        | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   | <p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention<br/>Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| 1.3               | <p><b>Action:</b><br/>Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b><br/>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p> | <p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and inclusion while creating a culture of continuous improvement.</p>                    | <p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.  |
| 1.4               | <p><b>Action:</b><br/>Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b><br/>Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement:<br/>Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes:<br/>Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Equity and Access:<br/>Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact:<br/>Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| 2.1               | <p><b>Action:</b><br/>Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b><br/>The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement. | <p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology:<br/>Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:<br/>Collecting demographic data, survey responses, and other relevant information through the student information system.<br/>Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.<br/>Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:<br/>Collecting data on student engagement levels, academic performance</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   |   |   | <p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| 2.3               | <p><b>Action:</b><br/>Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b><br/>Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates:<br/>Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p>   |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   | <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   |   |   | <p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates:<br/>Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>  |
| 2.4               | <p><b>Action:</b><br/>Caretaker Engagement Support</p> <p><b>Need:</b><br/>The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions</p> |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   |  |   | <p>during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>   |
| 3.2               | <p><b>Action:</b><br/>Career Preparation (CTE)</p> <p><b>Need:</b><br/>The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   |  |   | <p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |
| 3.3               | <p><b>Action:</b><br/>AVID Program Implementation</p> <p><b>Need:</b><br/>The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</p> | <p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's</p> | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for</p>   |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   | <p>focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates:<br/>Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement:<br/>Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
|                   |   |  | <p>admission to higher education institutions.</p> <p>Survey Data:<br/>Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>  |
| 3.4               | <p><b>Action:</b><br/>Credit Recovery and Summer Intervention</p> <p><b>Need:</b><br/>The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment:<br/>Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    | remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential. | <p>Graduation Rates:<br/>Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates:<br/>Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance:<br/>Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being</p> |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
| 1.5               | <p><b>Action:</b><br/>English Learner Student Achievement</p> <p><b>Need:</b><br/>By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students. | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| 1.6               | <p><b>Action:</b><br/>LTEL Support</p> <p><b>Need:</b><br/>Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Parent and Family Engagement:<br/>Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>  |
| 1.7               | <p><b>Action:</b><br/>Foster and Homeless Academic Achievement</p> <p><b>Need:</b><br/>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates:<br/>Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates:<br/>Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   |   |   | and factors contributing to instability, such as housing transitions or placement changes.  |
| <b>2.7</b>        | <p><b>Action:</b><br/>Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b><br/>Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being. | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p> |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | NA   | NA  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | \$1,890,101   | \$227,843   | 12.055%  | 0.000%  | 12.055%  |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,316,646.99 | \$148,782.08      |             | \$43,662.33   | \$1,509,091.40 | \$1,185,662.26  | \$323,429.14        |

| Goal # | Action # | Action Title   | Student Group(s) |          | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|--|------------------|----------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 1      | 1.1      | Professional Development for Academic Achievement                      |                  |          | Yes   | LEA-wide                                 |                               |             | 2024-2025 | \$392.00        | \$19,560.00         | \$17,604.00  |                   |             | \$2,348.00    | \$19,952.00  |
| 1      | 1.2      | Diagnostic Assessments and MTSS Academic Interventions                 |                  |          | Yes   | LEA-wide                                 |                               |             | 2024-2025 | \$227,793.23    | \$3,273.90          | \$191,897.72 | \$36,778.41       |             | \$2,391.00    | \$231,067.13 |
| 1      | 1.3      | Teacher Collaboration for Academic Achievement                         |                  |          | Yes   | LEA-wide                                 |                               |             | 2024-2025 | \$279,965.99    | \$0.00              | \$235,831.90 | \$44,134.09       |             |               | \$279,965.99 |
| 1      | 1.4      | Synchronous and Asynchronous Instructional Tools                       |                  |          | Yes   | LEA-wide                                 |                               |             | 2024-2025 | \$14.00         | \$16,631.94         | \$15,924.14  |                   |             | \$721.80      | \$16,645.94  |
| 1      | 1.5      | English Learner Student Achievement                                    | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$13,786.12     | \$0.00              | \$10,843.68  |                   |             | \$2,942.44    | \$13,786.12  |
| 1      | 1.6      | LTEL Support   | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$47,022.01     | \$0.00              | \$47,022.01  |                   |             |               | \$47,022.01  |
| 1      | 1.7      | Foster and Homeless Academic Achievement                               | Foster           | Youth    | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | 2024-2025 | \$2,239.14      | \$340.00            | \$2,579.14   |                   |             |               | \$2,579.14   |
| 2      | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low              | Income   | Yes   | LEA-wide                                 | Low Income                    | All Schools | 2024-2025 | \$10,743.13     | \$259,455.88        | \$240,138.04 |                   |             | \$30,060.97   | \$270,199.01 |

| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM |          |   |                            |                       |   |  |  |             |           |                 |                     |              |                   |             |               |              |
|--|----------|---|----------------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| Goal #   | Action # | Action Title  | Student Group(s)           |                       | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
| 2  | 2.2      | Track and Record Daily Student Participation              | All                        |                       | No  |  |  |             | 2024-2025 | \$232,668.09    | \$14,959.80         | \$218,205.16 | \$29,422.73       |             |               | \$247,627.89 |
| 2  | 2.3      | Framework of Tiered Re-engagement Strategies for Students | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$164,047.49    | \$0.00              | \$141,980.44 | \$22,067.05       |             |               | \$164,047.49 |
| 2  | 2.4      | Caretaker Engagement Support                              | English                    | Learners              | Yes   | LEA-wide                                 | English Learners                         |             | 2024-2025 | \$11,328.07     | \$0.00              | \$11,328.07  |                   |             |               | \$11,328.07  |
| 2  | 2.5      | Social Emotional / Mental Health Supports                 | All                        |                       | No  |  |  |             | 2024-2025 | \$19,145.51     | \$2,508.44          | \$19,145.51  | \$1,668.44        |             | \$840.00      | \$21,653.95  |
| 2  | 2.6      | Increasing Diversity and Inclusion                        | All                        |                       | No  |  |  |             | 2024-2025 | \$3,497.64      | \$0.00              | \$3,497.64   |                   |             |               | \$3,497.64   |
| 2  | 2.7      | Foster and Homeless Youth Engagement Support              | Foster                     | Youth                 | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | 2024-2025 | \$2,358.90      | \$0.00              | \$2,358.90   |                   |             |               | \$2,358.90   |
| 2  | 2.8      | In-Person and Virtual Engagement and Enrichment           | All                        |                       | No  |  |  |             | 2024-2025 | \$4,358.12      | \$4,000.00          | \$4,000.00   |                   |             | \$4,358.12    | \$8,358.12   |
| 3  | 3.1      | College Preparation                                       | All                        |                       | No  |  |  |             | 2024-2025 | \$46,721.74     | \$0.00              | \$46,721.74  |                   |             |               | \$46,721.74  |
| 3  | 3.2      | Career Preparation (CTE)                                  | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$17.50         | \$944.44            | \$961.94     |                   |             |               | \$961.94     |
| 3  | 3.3      | AVID Program Implementation                               | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | 2024-2025 | \$267.20        | \$198.18            | \$465.38     |                   |             |               | \$465.38     |
| 3  | 3.4      | Credit Recovery and Summer Intervention                   | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$45,878.00     | \$1,396.56          | \$47,274.56  |                   |             |               | \$47,274.56  |
| 3  | 3.5      | Transition Plans  | Students with Disabilities |                       | No  |  |  |             | 2024-2025 | \$16,312.25     | \$0.00              | \$8,956.57   | \$7,355.68        |             |               | \$16,312.25  |
| 3  | 3.6      | Graduation Rate Progress Monitoring                       | All                        |                       | No  |  |  |             | 2024-2025 | \$52,443.35     | \$0.00              | \$45,087.67  | \$7,355.68        |             |               | \$52,443.35  |
| 3  | 3.7      | Dual Enrollment Options                                   | All                        |                       | No  |  |  |             | 2024-2025 | \$2,239.14      | \$160.00            | \$2,399.14   |                   |             |               | \$2,399.14   |

| Goal # | Action # | Action Title                           | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
|        |          |  |                  |   |       |                               |          |           |                 |                     |            |                   |             |               |             |
| 3      | 3.8      | Early Intervention Program Development | All              | No  |       |                               |          | 2024-2025 | \$2,423.64      | \$0.00              | \$2,423.64 |                   |             |               | \$2,423.64  |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$1,890,101                  | \$227,843  | 12.055%   | 0.000%   | 12.055%   | \$966,209.92  | 0.000%   | 51.119 %   | <b>Total:</b>            | \$966,209.92     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$903,406.19     |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$62,803.73      |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1    | 1.1      | Professional Development for Academic Achievement      | Yes   | LEA-wide                                 |                               |             | \$17,604.00  |   |
| 1    | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Yes   | LEA-wide                                 |                               |             | \$191,897.72   |   |
| 1    | 1.3      | Teacher Collaboration for Academic Achievement         | Yes   | LEA-wide                                 |                               |             | \$235,831.90   |   |
| 1    | 1.4      | Synchronous and Asynchronous Instructional Tools       | Yes   | LEA-wide                                 |                               |             | \$15,924.14  |   |
| 1    | 1.5      | English Learner Student Achievement                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$10,843.68  |   |
| 1    | 1.6      | LTEL Support   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$47,022.01  |   |
| 1    | 1.7      | Foster and Homeless Academic Achievement               | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | \$2,579.14   |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2    | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | LEA-wide                                 | Low Income                                     | All Schools | \$240,138.04   |   |
| 2    | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>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<br>Foster Youth<br>Low Income | All Schools | \$961.94   |   |
| 3    | 3.3      | AVID Program Implementation  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |             | \$465.38   |   |
| 3    | 3.4      | Credit Recovery and Summer Intervention                                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$47,274.56  |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$1,781,322.39                                       | \$1,426,514.46                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| startcollapse      |                      |  |  |  |   |
| 1                  | 1.1                  | Professional Development for Academic Achievement                      | No   | \$19,081.18                                    | \$15,004.47                                       |
| 1                  | 1.2                  | Diagnostic Assessments and MTSS Academic Interventions                 | No   | \$264,443.26                                   | \$207,834.98                                      |
| 1                  | 1.3                  | Teacher Collaboration for Academic Achievement                         | No   | \$324,601.93                                   | \$251,143.94                                      |
| 1                  | 1.4                  | Synchronous and Asynchronous Instructional Tools                       | No   | \$4,149.86                                     | \$16,670.44                                       |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes  | \$11,325.50                                    | \$12,516.28                                       |
| 1                  | 1.6                  | LTEL Support   | Yes  | \$3,856.86                                     | \$3,521.92  |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes  | \$2,095.07                                     | \$2,281.02  |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No<br>Yes                                      | \$306,541.62                                   | \$261,704.48                                      |
| 2                  | 2.2                  | Track and Record Daily Student Participation                           | No   | \$369,080.87                                   | \$301,394.16                                      |



| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students | Yes  | \$186,190.43                                   | \$146,749.43                                      |
| 2                  | 2.4                  | Learning Coach Engagement Support                         | No   | \$18,496.62                                    | \$12,171.60                                       |
| 2                  | 2.5                  | Social Emotional / Mental Health Supports                 | No   | \$73,242.77                                    | \$23,814.78                                       |
| 2                  | 2.6                  | Increasing Diversity and Inclusion                        | No   | \$183.78                                       | \$11,373.20                                       |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support              | Yes  | \$2,211.39                                     | \$2,041.34  |
| 2                  | 2.8                  | In-Person and Virtual Engagement and Enrichment           | No   | \$16,500.00                                    | \$9,492.05  |
| 3                  | 3.1                  | College Preparation                                       | No   | \$50,376.26                                    | \$41,616.78                                       |
| 3                  | 3.2                  | Career Preparation (CTE)                                  | Yes  | \$2,453.55                                     | \$2,171.28  |
| 3                  | 3.3                  | AVID Program Implementation                               | Yes  | \$638.60                                       | \$380.43  |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                   | Yes  | \$47,976.89                                    | \$41,369.50                                       |
| 3                  | 3.5                  | Transition Plans  | No   | \$15,583.19                                    | \$14,345.90                                       |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                       | No   | \$59,968.40                                    | \$46,985.46                                       |
| 3                  | 3.7                  | Dual Enrollment Options                                   | No   | \$2,324.36                                     | \$1,931.02  |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 207,525  | \$517,003.93  | \$444,454.77  | \$72,549.16  | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| startcol<br>lapse  |                      |  |   |  |   |   |   |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes   | \$11,325.50  | \$10,328.53   |   |   |
| 1                  | 1.6                  | LTEL Support   | Yes   | \$3,856.86   | \$3,521.92  |   |   |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes   | \$2,095.07   | \$2,281.02  |   |   |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | \$281,902.14   | \$255,493.56  |   |   |
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students              | Yes   | \$164,581.73   | \$126,883.99  |   |   |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support                           | Yes   | \$2,211.39   | \$2,041.34  |   |   |
| 3                  | 3.2                  | Career Preparation (CTE)   | Yes   | \$2,415.75   | \$2,154.48  |   |   |
| 3                  | 3.3                  | AVID Program Implementation  | Yes   | \$638.60   | \$380.43  |   |   |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                                | Yes   | \$47,976.89  | \$41,369.50   |   |   |

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 1,805,096   | 207,525   | 0  | 11.497%   | \$444,454.77   | 0.000%  | 24.622%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**



**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### **Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### **Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### **State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- 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



- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

| Action #  |
|---|
| <ul style="list-style-type: none"> <li>Enter the action number.</li> </ul>  |
| Title   |
| <ul style="list-style-type: none"> <li>Provide a short title for the action. This title will also appear in the action tables.</li> </ul> |
| Description   |
| <ul style="list-style-type: none"> <li>Provide a brief description of the action.</li> </ul>  |

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:  
LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name         | Contact Name and Title               | Email and Phone                           |
|---|--------------------------------------|---|
| California Connections Academy Monterey Bay | Dr. Richard Savage<br>Superintendent | rsavage@claiforniaops.org<br>949-461-1667 |

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Monterey Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Scotts Valley Unified School District, and enrolls students in five counties: Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Monterey Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Monterey Bay program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year



A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Monterey Bay's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate, Chronic Absenteeism, Graduation Rate, and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency. Additional Dashboard data shows our Chronic Absenteeism maintained with a slight 0.1% decline which equated to a 7.5% Chronically Absent rate, and our Graduation Rate, while declining by a 16.5% margin, remains above the state threshold of 68% at a 72.4% Grad Rate. All of which speak to our growing strengths as a school and community.

The 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Monterey Bay finds itself listed on the lowest (very low) performance level for Mathematics and the low performance level for English Language Arts under Academic Performance. A deeper examination of the Academic Performance state indicators reveals that our Students with Disabilities and White student groups fall under both the Math and English Language Arts very low indicators. The lowest performance level for English Language Arts also includes Socioeconomically Disadvantaged students. This translates to an overall 40.4 points below standard, with a decline of 27.2 points from the previous year. In Mathematics, our performance resulted in 97.7 points below standard, with a decline of 22.7 points from the previous year and also includes our Hispanic student population. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Monterey Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Monterey Bay.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s)    | Process for Engagement   |
|---------------------------|--|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings   |
| Students                  | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings  |
| Teachers                  | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.                                    |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings |
| Other school personnel    | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC  |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.1      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.2      | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% |                |                | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% |                                  |
| 1.3      | Increase English Learner reclassification rates   | In 2023-2024, the RFEP rate through month 8 was 11.90%   |                |                | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 12.4%  |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 1.1      | Professional Development for Academic Achievement      | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE   | \$67,836.80  | Yes          |
| 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | \$785,628.25 | Yes          |
| 1.3      | Teacher Collaboration for Academic Achievement         | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.  | \$951,884.36 | Yes          |
| 1.4      | Synchronous and Asynchronous Instructional Tools       | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.  | \$56,596.20  | Yes          |
| 1.5      | English Learner Student Achievement                    | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.  | \$46,872.81  | Yes          |
| 1.6      | LTEL Support   | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.   | \$159,874.83 | Yes          |
| 1.7      | Foster and Homeless Academic Achievement               | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation  | \$8,769.09   | Yes          |





# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1      | Maintain a high rate of biweekly contacts | In 2023 - 2024, the average biweekly contact rate was 97.3%       |                |                | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. |                                  |
| 2.2      | Decrease chronic absenteeism              | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% |                |                | The desired outcome for 2026-2027 month 7 chronic   |                                  |

| Metric # | Metric                         | Baseline                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|----------------|----------------|---|----------------------------------|
|          |                                |                                      |                |                | absenteeism rate will be less than 14.34%.              |                                  |
| 2.3      | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% |                |                | The desired outcome for 2026-2027 suspension rate is 0% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. | \$918,676.62 | Yes          |

| Action #   | Title   | Description  | Total Funds  | Contributing |
|------------|---|--|--------------|--------------|
|            |   | The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage with our program. Unduplicated students will be prioritized.   |              |              |
| <b>2.2</b> | Track and Record Daily Student Participation              | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$840,931.14 | No           |
| <b>2.3</b> | Framework of Tiered Re-engagement Strategies for Students | When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.   | \$557,761.44 | Yes          |
| <b>2.4</b> | Caretaker Engagement Support                              | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.  | \$38,515.42  | Yes          |
| <b>2.5</b> | Social Emotional / Mental Health Supports                 | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.   | \$73,623.43  | No           |

| Action #   | Title   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
|            |   |  |             |              |
| <b>2.6</b> | Increasing Diversity and Inclusion              | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.  | \$11,891.99 | No           |
| <b>2.7</b> | Foster and Homeless Youth Engagement Support    | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$8,020.27  | Yes          |
| <b>2.8</b> | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.  | \$22,837.89 | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 3.1      | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% |                |                | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% |                                  |
| 3.2      | Increase summer school course pass rates  | In the summer of 2023, the summer school   |                |                | The desired outcome for the  |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  | course pass rate was 83%   |                |                | summer school course pass rate for the summer of 2026 is 87%                                   |                                  |
| 3.3      | Increase graduation rates  | The 2022-2023 grad rate was 72.4%  |                |                | The desired outcome for the 2025-2026 grad rate is 76%   |                                  |
| 3.4      | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 41% |                |                | The desired outcome of students completing a-g requirements for the 2024-25 school year is 43% |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title                                   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
| 3.1      | College Preparation                     | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.                                       | \$158,853.90 | No           |
| 3.2      | Career Preparation (CTE)                | Develop and implement formal Career Technical Education Pathways.  | \$3,270.60   | Yes          |
| 3.3      | AVID Program Implementation             | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.  | \$1,582.29   | Yes          |
| 3.4      | Credit Recovery and Summer Intervention | Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits. | \$160,733.49 | Yes          |
| 3.5      | Transition Plans                        | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.  | \$55,461.67  | No           |
| 3.6      | Graduation Rate Progress Monitoring     | Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school   | \$178,307.39 | Yes          |



| Action #   | Title                                  | Description  | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
|            |  | students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.   |             |              |
| <b>3.7</b> | Dual Enrollment Options                | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.  | \$8,157.09  | No           |
| <b>3.8</b> | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$8,240.37  | No           |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$545,217   | \$   |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 8.420%  | 0.000%                      | \$0.00                  | 8.420%  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| 1.1               | <p><b>Action:</b><br/>Professional Development for Academic Achievement</p> <p><b>Need:</b><br/>Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support, | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p>                      | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| 1.2               | <p><b>Action:</b><br/>Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b><br/>Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p> | Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and | <p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>   |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention<br/>Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   |   |  | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| 1.3               | <p><b>Action:</b><br/>Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b><br/>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p> | <p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>  |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and inclusion while creating a culture of continuous improvement.</p>                    | <p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
|                   |  |  | regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.  |
| 1.4               | <p><b>Action:</b><br/>Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b><br/>Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement:<br/>Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes:<br/>Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness   |
|-------------------|--------------------|---|--|
|                   |                    |   | <p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

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|                   |                    |   | <p>Equity and Access:<br/>Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact:<br/>Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

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|                   |  |   | essential for their success in and beyond high school.  |
| 2.1               | <p><b>Action:</b><br/>Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b><br/>The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement. | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology:<br/>Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy.<br/>Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system.<br/>Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation.<br/>Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> |

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|                   |                    |   | <p>Internet Connectivity:<br/>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum:<br/>Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> |



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|                   |                    |   | <p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:<br/>Collecting demographic data, survey responses, and other relevant information through the student information system.<br/>Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.<br/>Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p> |

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|                   |   |   | <p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| 2.3               | <p><b>Action:</b><br/>Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b><br/>Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates:<br/>Monitoring attendance can indicate if students are more consistently attending classes after the</p>  |

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|                   | <p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   | <p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p> |

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|                   |  |  | <p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates:<br/>Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| 2.4               | <p><b>Action:</b><br/>Caretaker Engagement Support</p> <p><b>Need:</b><br/>The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b></p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>  |

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|                   | LEA-wide           | promoting academic success and overall well-being.  | <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> |

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|                   |   |  | <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| 3.2               | <p><b>Action:</b><br/>Career Preparation (CTE)</p> <p><b>Need:</b><br/>The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b></p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation</p>  |

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|                   | LEA-wide   | students, industries, and communities in today's rapidly changing economy.  | <p>rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |
| 3.3               | <p><b>Action:</b><br/>AVID Program Implementation</p> <p><b>Need:</b><br/>The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p> | The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates:<br/>Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p>   |

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|                   | <p>underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates:<br/>Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement:<br/>Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.</p> |



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|                   |   |  | <p>This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data:<br/>Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| 3.4               | <p><b>Action:</b><br/>Credit Recovery and Summer Intervention</p> <p><b>Need:</b><br/>The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment:<br/>Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's</p>  |

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|                   |                    | <p>learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p>success in helping students make up missed or failed credits.</p> <p>Graduation Rates:<br/>Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates:<br/>Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance:<br/>Comparing pre- and post-program academic performance, such as GPA improvement or</p> |

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|                   |   |   | <p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p> |
| 3.6               | <b>Action:</b><br>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  |

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|                   | <p><b>Need:</b><br/>Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.</p> | <p>measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are</p> |

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|                   |                    |   | <p>improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p> <p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p> |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
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| 1.5               | <p><b>Action:</b><br/>English Learner Student Achievement</p> <p><b>Need:</b><br/>By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students. | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

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|                   |                    |   | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

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|                   |                    |   | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |



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| 1.6               | <p><b>Action:</b><br/>LTEL Support</p> <p><b>Need:</b><br/>Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
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|                   |                    |   | <p>Parent and Family Engagement:<br/>Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

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|                   |   |  | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>                                 |
| 1.7               | <p><b>Action:</b><br/>Foster and Homeless Academic Achievement</p> <p><b>Need:</b><br/>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness   |
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|                   |                    |   | <p>and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates:<br/>Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates:<br/>Tracking graduation rates among foster and</p> |

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|                   |                    |   | <p>homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness   |
|-------------------|---|---|--|
|                   |   |   | 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               | <p><b>Action:</b><br/>Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b><br/>Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being. | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness  |
|-------------------|--------------------|---|---|
|                   |                    |   | <p>completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in</p> |



| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness            |
|-------------------|--------------------|---|---|
|                   |                    |   | promoting educational success and attainment. |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

### ***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | NA   | NA  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | \$6,475,375   | 545,217   | 8.420%   | 0.000%  | 8.420%   |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$4,470,016.34 | \$505,859.08      |             | \$148,451.92  | \$5,124,327.34 | \$4,031,251.67  | \$1,093,075.67      |

| Goal # | Action # | Action Title   | Student Group(s) |          | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|--|------------------|----------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 1      | 1.1      | Professional Development for Academic Achievement                      |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$1,332.80      | \$66,504.00         | \$59,853.60  |                   |             | \$7,983.20    | \$67,836.80  |
| 1      | 1.2      | Diagnostic Assessments and MTSS Academic Interventions                 |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$774,496.99    | \$11,131.26         | \$652,452.26 | \$125,046.59      |             | \$8,129.40    | \$785,628.25 |
| 1      | 1.3      | Teacher Collaboration for Academic Achievement                         |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$951,884.36    | \$0.00              | \$801,828.45 | \$150,055.91      |             |               | \$951,884.36 |
| 1      | 1.4      | Synchronous and Asynchronous Instructional Tools                       |                  |          | Yes   | LEA-wide                                 |                               | All Schools | 2024-2025 | \$47.60         | \$56,548.60         | \$54,142.08  |                   |             | \$2,454.12    | \$56,596.20  |
| 1      | 1.5      | English Learner Student Achievement                                    | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$46,872.81     | \$0.00              | \$36,868.52  |                   |             | \$10,004.29   | \$46,872.81  |
| 1      | 1.6      | LTEL Support   | English          | Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | 2024-2025 | \$159,874.83    | \$0.00              | \$159,874.83 |                   |             |               | \$159,874.83 |
| 1      | 1.7      | Foster and Homeless Academic Achievement                               | Foster           | Youth    | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | 2024-2025 | \$7,613.09      | \$1,156.00          | \$8,769.09   |                   |             |               | \$8,769.09   |
| 2      | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low              | Income   | Yes   | LEA-wide                                 | Low Income                    | All Schools | 2024-2025 | \$36,526.63     | \$882,149.99        | \$816,469.33 |                   |             | \$102,207.29  | \$918,676.62 |

| California Online Public Schools - California Online Public Schools (CalOPS) Annual Board Meeting - Agenda - Tuesday June 4, 2024 at 3:30 PM |          |   |                            |                       |   |  |  |             |           |                 |                     |              |                   |             |               |              |
|--|----------|---|----------------------------|-----------------------|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| Goal #   | Action # | Action Title  | Student Group(s)           |                       | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)            | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
| 2  | 2.2      | Track and Record Daily Student Participation              | All                        |                       | No  |  |  |             | 2024-2025 | \$791,071.50    | \$49,859.64         | \$740,893.86 | \$100,037.28      |             |               | \$840,931.14 |
| 2  | 2.3      | Framework of Tiered Re-engagement Strategies for Students | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income |             | 2024-2025 | \$557,761.44    | \$0.00              | \$482,733.48 | \$75,027.96       |             |               | \$557,761.44 |
| 2  | 2.4      | Caretaker Engagement Support                              | English Foster             | Learners Youth        | Yes   | LEA-wide                                 | English Learners Foster Youth            | All Schools | 2024-2025 | \$38,515.42     | \$0.00              | \$38,515.42  |                   |             |               | \$38,515.42  |
| 2  | 2.5      | Social Emotional / Mental Health Supports                 | All                        |                       | No  |  |  | All Schools | 2024-2025 | \$65,094.73     | \$8,528.70          | \$65,094.73  | \$5,672.70        |             | \$2,856.00    | \$73,623.43  |
| 2  | 2.6      | Increasing Diversity and Inclusion                        | All                        |                       | No  |  |  | All Schools | 2024-2025 | \$11,891.99     | \$0.00              | \$11,891.99  |                   |             |               | \$11,891.99  |
| 2  | 2.7      | Foster and Homeless Youth Engagement Support              | Foster                     | Youth                 | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                             | All Schools | 2024-2025 | \$8,020.27      | \$0.00              | \$8,020.27   |                   |             |               | \$8,020.27   |
| 2  | 2.8      | In-Person and Virtual Engagement and Enrichment           | All                        |                       | No  |  |  | All Schools | 2024-2025 | \$14,817.62     | \$8,020.27          | \$8,020.27   |                   |             | \$14,817.62   | \$22,837.89  |
| 3  | 3.1      | College Preparation                                       | All                        |                       | No  |  |  | All Schools | 2024-2025 | \$158,853.90    | \$0.00              | \$158,853.90 |                   |             |               | \$158,853.90 |
| 3  | 3.2      | Career Preparation (CTE)                                  | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$59.50         | \$3,211.10          | \$3,270.60   |                   |             |               | \$3,270.60   |
| 3  | 3.3      | AVID Program Implementation                               | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$908.48        | \$673.81            | \$1,582.29   |                   |             |               | \$1,582.29   |
| 3  | 3.4      | Credit Recovery and Summer Intervention                   | English Foster Low         | Learners Youth Income | Yes   | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$155,985.19    | \$4,748.30          | \$160,733.49 |                   |             |               | \$160,733.49 |
| 3  | 3.5      | Transition Plans  | Students with Disabilities |                       | No  |  |  | All Schools | 2024-2025 | \$55,461.67     | \$0.00              | \$30,452.35  | \$25,009.32       |             |               | \$55,461.67  |
| 3  | 3.6      | Graduation Rate Progress Monitoring                       | English Foster             | Learners Youth        | Yes   | LEA-wide                                 | English Learners Foster Youth            | All Schools | 2024-2025 | \$178,307.39    | \$0.00              | \$153,298.07 | \$25,009.32       |             |               | \$178,307.39 |

| Goal # | Action # | Action Title                           | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| 3      | 3.7      | Dual Enrollment Options                | All              | No  |       |                               |          | 2024-2025 | \$7,613.09      | \$544.00            | \$8,157.09 |                   |             |               | \$8,157.09  |
| 3      | 3.8      | Early Intervention Program Development | All              | No  |       |                               |          | 2024-2025 | \$8,240.37      | \$0.00              | \$8,240.37 |                   |             |               | \$8,240.37  |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$6,475,375                  | 545,217  | 8.420%  | 0.000%   | 8.420%  | \$3,438,411.78  | 0.000%   | 53.100 %   | <b>Total:</b>            | \$3,438,411.78   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$3,224,879.07   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$213,532.71     |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1    | 1.1      | Professional Development for Academic Achievement      | Yes   | LEA-wide                                 |                               | All Schools | \$59,853.60  |   |
| 1    | 1.2      | Diagnostic Assessments and MTSS Academic Interventions | Yes   | LEA-wide                                 |                               | All Schools | \$652,452.26   |   |
| 1    | 1.3      | Teacher Collaboration for Academic Achievement         | Yes   | LEA-wide                                 |                               | All Schools | \$801,828.45   |   |
| 1    | 1.4      | Synchronous and Asynchronous Instructional Tools       | Yes   | LEA-wide                                 |                               | All Schools | \$54,142.08  |   |
| 1    | 1.5      | English Learner Student Achievement                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$36,868.52  |   |
| 1    | 1.6      | LTEL Support   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools | \$159,874.83   |   |
| 1    | 1.7      | Foster and Homeless Academic Achievement               | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools | \$8,769.09   |   |

| Goal | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2    | 2.1      | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | LEA-wide                                 | Low Income                                     | All Schools | \$816,469.33   |   |
| 2    | 2.3      | Framework of Tiered Re-engagement Strategies for Students              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income |             | \$482,733.48   |   |
| 2    | 2.4      | Caretaker Engagement Support   | Yes   | LEA-wide                                 | English Learners<br>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<br>Foster Youth<br>Low Income | All Schools | \$3,270.60   |   |
| 3    | 3.3      | AVID Program Implementation  | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,582.29   |   |
| 3    | 3.4      | Credit Recovery and Summer Intervention                                | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>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<br>Foster Youth               | All Schools | \$153,298.07   |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$4,029,083.74                                       | \$4,850,149.15                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| startcollapse      |                      |  |  |  |   |
| 1                  | 1.1                  | Professional Development for Academic Achievement                      | No   | \$63,256.03                                    | \$51,015.21                                       |
| 1                  | 1.2                  | Diagnostic Assessments and MTSS Academic Interventions                 | No   | \$528,886.52                                   | \$706,638.95                                      |
| 1                  | 1.3                  | Teacher Collaboration for Academic Achievement                         | No   | \$653,951.87                                   | \$853,889.39                                      |
| 1                  | 1.4                  | Synchronous and Asynchronous Instructional Tools                       | No   | \$8,299.73                                     | \$56,679.50                                       |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes  | \$22,651.00                                    | \$42,555.34                                       |
| 1                  | 1.6                  | LTEL Support   | Yes  | \$7,713.72                                     | \$11,974.53                                       |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes  | \$4,190.15                                     | \$7,755.47  |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | No<br>Yes                                      | \$951,193.24                                   | \$889,795.22                                      |
| 2                  | 2.2                  | Track and Record Daily Student Participation                           | No   | \$861,449.72                                   | \$1,024,740.14                                    |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.3                  | Framework of Tiered Re-engagement Strategies for Students | No   | \$372,380.86                                   | \$498,948.07                                      |
| 2                  | 2.4                  | Learning Coach Engagement Support                         | Yes  | \$36,993.24                                    | \$41,383.45                                       |
| 2                  | 2.5                  | Social Emotional / Mental Health Supports                 | No   | \$121,782.79                                   | \$80,970.26                                       |
| 2                  | 2.6                  | Increasing Diversity and Inclusion                        | No   | \$367.56                                       | \$38,668.86                                       |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support              | Yes  | \$4,422.79                                     | \$6,940.54  |
| 2                  | 2.8                  | In-Person and Virtual Engagement and Enrichment           | No   | \$17,708.00                                    | \$32,272.96                                       |
| 3                  | 3.1                  | College Preparation                                       | No   | \$100,752.54                                   | \$141,497.05                                      |
| 3                  | 3.2                  | Career Preparation (CTE)                                  | Yes  | \$19,985.10                                    | \$7,382.36  |
| 3                  | 3.3                  | AVID Program Implementation                               | Yes  | \$1,277.19                                     | \$1,293.46  |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                   | Yes  | \$96,069.78                                    | \$140,656.30                                      |
| 3                  | 3.5                  | Transition Plans  | No   | \$31,166.38                                    | \$48,776.07                                       |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                       | Yes  | \$119,936.80                                   | \$159,750.55                                      |
| 3                  | 3.7                  | Dual Enrollment Options                                   | No   | \$4,648.73                                     | \$6,565.47  |



# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 497,223  | \$1,078,178.24  | \$1,147,375.62  | (\$69,197.38)  | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| startcol<br>lapse  |                      |  |   |  |   |   |   |
| 1                  | 1.5                  | English Learner Student Achievement                                    | Yes   | \$22,651.00  | \$35,117.01   |   |   |
| 1                  | 1.6                  | LTEL Support   | Yes   | \$7,713.72   | \$11,974.53   |   |   |
| 1                  | 1.7                  | Foster and Homeless Academic Achievement                               | Yes   | \$4,190.15   | \$7,755.47  |   |   |
| 2                  | 2.1                  | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes   | \$868,191.88   | \$868,678.11  |   |   |
| 2                  | 2.4                  | Learning Coach Engagement Support                                      | Yes   | \$36,991.65  | \$41,373.06   |   |   |
| 2                  | 2.7                  | Foster and Homeless Youth Engagement Support                           | Yes   | \$4,422.79   | \$6,940.54  |   |   |
| 3                  | 3.2                  | Career Preparation (CTE)   | Yes   | \$19,909.50  | \$7,325.24  |   |   |
| 3                  | 3.3                  | AVID Program Implementation  | Yes   | \$1,277.19   | \$1,293.46  |   |   |
| 3                  | 3.4                  | Credit Recovery and Summer Intervention                                | Yes   | \$96,069.78  | \$140,656.30  |   |   |
| 3                  | 3.6                  | Graduation Rate Progress Monitoring                                    | Yes   | \$16,760.58  | \$26,261.90   |   |   |

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 6,377,921   | 497,223   | 0  | 7.796%  | \$1,147,375.62   | 0.000%  | 17.990%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding****Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### **Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### **Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### **State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- 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

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.



A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — 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).

- 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).

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).

Complete the table as follows:

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.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Coversheet

## Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2024-2025 School Year (attached)

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | V. Action Items  |
| <b>Item:</b>             | H. Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2024-2025 School Year (attached) |
| <b>Purpose:</b>          | Vote   |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | 2024-25 Master Contract-CalOPS (2).pdf   |

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

*2024-2025*



# MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

## CALIFORNIA ONLINE PUBLIC SCHOOLS:

California Connections Academy Central Coast,

California Connections Academy Central Valley,

California Connections Academy Monterey Bay,

California Connections Academy North Bay,

California Connections Academy Northern California,

California Connections Academy Southern California

LEA \_\_\_\_\_

Contract Year 2024-2025

\_\_\_\_ Nonpublic School

X Nonpublic Agency

### Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

\_\_\_\_ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

\_\_\_\_ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: \_\_\_\_\_

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

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**2024-2025****CONTRACT NUMBER:**

**LOCAL EDUCATION AGENCY:** California Online Public Schools dba California Connections Academy  
**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

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**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on \_\_\_\_\_, between **California Online Public Schools which includes California Connections Academy Central Coast, California Connections Academy Central Valley, California Connections Academy Monterey Bay, California Connections Academy North Bay, California Connections Academy Northern California, and California Connections Academy Southern California**, hereinafter referred to as the local educational agency (“LEA”), a member of the **El Dorado** SELPA and \_\_\_\_\_

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees



otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

- ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general



journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

#### **14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to

maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
 \$ 500,000 fire damage  
 \$ 5,000 medical expenses  
 \$1,000,000 personal & adv. Injury  
 \$3,000,000 general aggregate  
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
 \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate

of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.



CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular

course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## **25. CALENDARS**

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on



weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## 29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

## 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- 1.any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
- 2.an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
- 3.an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- 4.an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- 5.restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- 6.locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- 7.an intervention that precludes adequate supervision of the individual;
- 8.an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple

uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### **33. SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### **34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### **35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### **36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.



The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

#### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

#### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **42. STATE MEAL MANDATE**

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

#### **43. MONITORING**

When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.



When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

## **PERSONNEL**

### **44. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a

clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)).

CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

## **HEALTH AND SAFETY MANDATES**

#### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

## **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

## **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

## **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

## **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

## **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of

retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

## **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

## **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.



Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to

be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

**NONPUBLIC SCHOOL STUDENT ABSENCE**

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

**NONPUBLIC AGENCY STAFF ABSENCE**

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

**NONPUBLIC AGENCY STUDENT ABSENCE**

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

**60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for



make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

## **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

### **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on \_\_\_\_\_ and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

**CONTRACTOR****LEA**

\_\_\_\_\_  
Nonpublic School/Agency

\_\_\_\_\_  
**California Online Public Schools**  
LEA Name

By: \_\_\_\_\_  
Signature Date

By: \_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Name and Title of Authorized  
Representative

\_\_\_\_\_  
**Phil Wenker, Director of Student Services**  
Name and Title of Authorized  
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed

|  |   |
|--|---|
| Name and Title                                   | to: Phil Wenker, Director of Student Services             |
| Nonpublic School/Agency/Related Service Provider | <b>Name and Title</b><br>California Online Public Schools |
| Address  | <b>LEA</b><br>33272 Valle Road                            |
| City State Zip                                   | <b>Address</b><br>San Juan Capistrano CA 92675            |
| Phone Fax  | <b>City State Zip</b><br>(800) 906-5100 (949) 240-7895    |
| Email  | <b>Phone Fax</b><br>pwenker@californiaops.org             |
|  | <b>Email</b>  |

**Additional LEA Notification  
(Required if completed)**

\_\_\_\_\_  
**Name and Title**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**City State Zip**

\_\_\_\_\_  
**Phone Fax**

\_\_\_\_\_  
**Email**

**EXHIBIT A: 2023-2024 RATES****4.1 RATE SCHEDULE FOR CONTRACT YEAR**

The CONTRACTOR: \_\_\_\_\_

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: \_\_\_\_\_2) Inclusive Education Program

(Includes Educational Counseling (not ed related mental health) services, Speech &amp; Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_

3) Related Services

| <u>SERVICE</u>  | <u>RATE</u> | <u>PERIOD</u> |
|---|-------------|---------------|
| <u>Intensive Individual Services (340)</u>                        | _____       | _____         |
| <u>Language and Speech (415)</u>                                  | _____       | _____         |
| <u>Adapted Physical Education (425)</u>                           | _____       | _____         |
| <u>Health and Nursing: Specialized Physical Health Care (435)</u> | _____       | _____         |
| <u>Health and Nursing: Other Services (436)</u>                   | _____       | _____         |
| <u>Assistive Technology Services (445)</u>                        | _____       | _____         |
| <u>Occupational Therapy (450)</u>                                 | _____       | _____         |
| <u>Physical Therapy (460)</u>                                     | _____       | _____         |
| <u>Individual Counseling (510)</u>                                | _____       | _____         |
| <u>Counseling and Guidance (515)</u>                              | _____       | _____         |
| <u>Parent Counseling (520)</u>                                    | _____       | _____         |
| <u>Social Work Services (525)</u>                                 | _____       | _____         |
| <u>Psychological Services (530)</u>                               | _____       | _____         |
| <u>Behavior Intervention Services (535)</u>                       | _____       | _____         |
| <u>Specialized Services for Low Incidence Disabilities (610)</u>  | _____       | _____         |
| <u>Specialized Deaf and Hard of Hearing (710)</u>                 | _____       | _____         |
| <u>Interpreter Services (715)</u>                                 | _____       | _____         |
| <u>Audiological Services (720)</u>                                | _____       | _____         |

|   |         |         |
|---|---------|---------|
| <u>Specialized Vision Services (725)</u>                | <u></u> | <u></u> |
| <u>Orientation and Mobility (730)</u>                   | <u></u> | <u></u> |
| <u>Specialized Orthopedic Services (740)</u>            | <u></u> | <u></u> |
| <u>Reader Services (745)</u>                            | <u></u> | <u></u> |
| <u>Transcription Services (755)</u>                     | <u></u> | <u></u> |
| <u>Recreation Services, Including Therapeutic (760)</u> | <u></u> | <u></u> |
| <u>College Awareness (820)</u>                          | <u></u> | <u></u> |
| <u>Work Experience Education (850)</u>                  | <u></u> | <u></u> |
| <u>Job Coaching (855)</u>                               | <u></u> | <u></u> |
| <u>Mentoring (860)</u>                                  | <u></u> | <u></u> |
| <u>Travel Training (870)</u>                            | <u></u> | <u></u> |
| <u>Other Transition Services (890)</u>                  | <u></u> | <u></u> |
| <u>Other (900)</u>                                      | <u></u> | <u></u> |
| <u>Other (no code)</u>                                  | <u></u> | <u></u> |

**EXHIBIT B: 2024-2025 ISA****INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2023 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency \_\_\_\_\_ Nonpublic School \_\_\_\_\_

LEA Case Manager: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Pupil Name \_\_\_\_\_ Sex: ☐ M ☐ F Grade: \_\_\_\_\_

(Last) (First) (M.I.)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Residential Setting: ☐ Home ☐ Foster ☐ LCI # \_\_\_\_\_ ☐ OTHER \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

(Residence) (Business)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

(If different from student)

**AGREEMENT TERMS:**

1. *Nonpublic School*: The average number of minutes in the instructional day will be: \_\_\_\_\_ during the regular school year  
\_\_\_\_\_ during the extended school year
2. *Nonpublic School*: The number of school days in the calendar of the school year are: \_\_\_\_\_ during the regular school year  
\_\_\_\_\_ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: \_\_\_\_\_

**Estimated Number of Days** \_\_\_\_\_ **x Daily Rate** \_\_\_\_\_ = **PROJECTED BASIC EDUCATION COSTS** \_\_\_\_\_

**B. RELATED SERVICES:**

| SERVICE   | Provider |     |                  | # of Times per<br>wk/mo/yr., Duration;<br>or per IEP;<br>or as needed | Cost per<br>session | Maximum<br>Number of<br>Sessions | Estimated Maximum<br>Total Cost for<br>Contracted Period |
|---|----------|-----|------------------|---|---------------------|----------------------------------|--|
|   | LEA      | NPS | OTHER<br>Specify |   |                     |                                  |  |
| Intensive Individual Services (340)                           |          |     |                  |   |                     |                                  |  |
| Language/Speech Therapy (415)<br>a. Individual<br>b. Group    |          |     |                  |   |                     |                                  |  |
| Adapted Physical Ed. (425)                                    |          |     |                  |   |                     |                                  |  |
| Health and Nursing: Specialized Physical<br>Health Care (435) |          |     |                  |   |                     |                                  |  |
| Health and Nursing Services: Other (436)                      |          |     |                  |   |                     |                                  |  |
| Assistive Technology Services (445)                           |          |     |                  |   |                     |                                  |  |
| Occupational Therapy (450)                                    |          |     |                  |   |                     |                                  |  |
| Physical Therapy (460)  |          |     |                  |   |                     |                                  |  |
| Individual Counseling (510)                                   |          |     |                  |   |                     |                                  |  |
| Counseling and guidance (515).                                |          |     |                  |   |                     |                                  |  |
| Parent Counseling (520)                                       |          |     |                  |   |                     |                                  |  |

| SERVICE  | Provider |     |                  | # of Times per<br>wk/mo/yr., Duration;<br>or per IEP;<br>or as needed | Cost per<br>session | Maximum<br>Number of<br>Sessions | Estimated Maximum<br>Total Cost for<br>Contracted Period |
|--|----------|-----|------------------|---|---------------------|----------------------------------|--|
|  | LEA      | NPS | OTHER<br>Specify |   |                     |                                  |  |
| Social Work Services (525)   |          |     |                  |   |                     |                                  |  |
| Psychological Services (530)   |          |     |                  |   |                     |                                  |  |
| Behavior Intervention Services (535)                                       |          |     |                  |   |                     |                                  |  |
| Specialized Services for Low Incidence<br>Disabilities (610)               |          |     |                  |   |                     |                                  |  |
| Specialized Deaf and Hard of Hearing<br>Services (710)                     |          |     |                  |   |                     |                                  |  |
| Interpreter Services (715)   |          |     |                  |   |                     |                                  |  |
| Audiological Services (720)  |          |     |                  |   |                     |                                  |  |
| Specialized Vision Services (725)  |          |     |                  |   |                     |                                  |  |
| Orientation and Mobility (730)   |          |     |                  |   |                     |                                  |  |
| Braille Transcription (735)  |          |     |                  |   |                     |                                  |  |
| Specialized Orthopedic Service (740)                                       |          |     |                  |   |                     |                                  |  |
| Reader Services (745)  |          |     |                  |   |                     |                                  |  |
| Note Taking Services (750)   |          |     |                  |   |                     |                                  |  |
| Transcription Services (755)   |          |     |                  |   |                     |                                  |  |
| Recreation Services (760)  |          |     |                  |   |                     |                                  |  |
| College Awareness Preparation (820)  |          |     |                  |   |                     |                                  |  |
| Vocational Assessment, Counseling,<br>Guidance and Career Assessment (830) |          |     |                  |   |                     |                                  |  |
| Career Awareness (840)   |          |     |                  |   |                     |                                  |  |
| Work Experience Education (850)  |          |     |                  |   |                     |                                  |  |
| Mentoring (860)  |          |     |                  |   |                     |                                  |  |
| Agency Linkages (865)  |          |     |                  |   |                     |                                  |  |
| Travel Training (870)  |          |     |                  |   |                     |                                  |  |
| Other Transition Services (890)  |          |     |                  |   |                     |                                  |  |
| Other (900)  |          |     |                  |   |                     |                                  |  |
| Other (no code)  |          |     |                  |   |                     |                                  |  |
| Transportation-Emergency<br>b. Transportation-Parent                       |          |     |                  |   |                     |                                  |  |
| Bus Passes   |          |     |                  |   |                     |                                  |  |
| Other  |          |     |                  |   |                     |                                  |  |

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \_\_\_\_\_

**TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$**\_\_\_\_\_

4. Other Provisions/Attachments:

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5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_

6. Progress Reporting Requirements: \_\_\_\_\_ Quarterly \_\_\_\_\_ Monthly \_\_\_\_\_ Other (Specify) \_\_\_\_\_

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

\_\_\_\_\_  
(Name of Nonpublic School/Agency)

\_\_\_\_\_  
(Name of LEA/SELPA)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

\_\_\_\_\_  
(Name of Superintendent or Authorized Designee)



# Coversheet

## Approval of CalOPS Employee Handbook 24-25 (attached)

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | V. Action Items  |
| <b>Item:</b>             | I. Approval of CalOPS Employee Handbook 24-25 (attached) |
| <b>Purpose:</b>          | Vote   |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | CalOPS Employee Handbook 2024-2025 REVISED.pdf           |



**California Online  
Public Schools**

# **Employee Handbook 2024-2025**

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.**

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**APPENDIX A - HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**  
**APPENDIX B - INTERNAL COMPLAINT FORM**

# INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with California Online Public Schools (hereinafter referred to as “CalOPS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CalOPS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Superintendent.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to Human Resources. This will provide the School with a record that each employee has received this Handbook.

# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

CalOPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact Human Resources with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability



impairs. CalOPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. CalOPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CalOPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

## **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Superintendent.

## **Tuberculosis Testing**

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

## **Immigration Compliance**

CalOPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CalOPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any

adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

### **Professional Boundaries: Staff/Student Interaction Policy**

CalOPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### *Unacceptable Staff/Student Behaviors (Violations of this Policy)*

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

*Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission*

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

*Cautionary Staff/Student Behaviors*

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

*Acceptable and Recommended Staff/Student Behaviors*

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.

- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

CalOPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CalOPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CalOPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or Human Resources.



When CalOPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) Human Resources or a designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CalOPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

CalOPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal or Human Resources. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).



The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CalOPS policy.

## **Whistleblower Policy**

CalOPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## **Drug and Alcohol Free Workplace**

CalOPS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other CalOPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

## **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

## **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to Human Resources, Superintendent or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **Smoking**

The CalOPS facility is a no smoking facility.

# THE WORKPLACE

## Work Schedule

Business hours are normally 8:00 a.m. – 4:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

## Work from Home

### Communication Expectations:

Employees are required to respond to Chat messages within 20 minutes during their working hours. This response time is crucial to maintain the flow of communication and to address work-related inquiries, tasks, and collaboration efforts promptly. If a complete response cannot be provided within the 20-minute window, employees should send an acknowledgment of the message and indicate when the sender can expect a detailed response. Employees should accurately set their availability status on their Google Calendar to reflect their current working status (e.g., Available, In a Meeting, Out of Office). This helps in setting realistic expectations for response times.

### Workspace Setup:

Employees are expected to establish a dedicated workspace in their home that is quiet and free from distractions. This is essential for maintaining focus, privacy, and the confidentiality of company information. The workspace should be situated in a location where background noise is minimized during work hours and where interruptions by household members, pets, or external factors are limited. The workspace should be ergonomically set up to promote good posture and reduce the risk of strain or injury. This includes a proper chair, desk, and computer setup. Employees are responsible for ensuring their workspace meets CalOPS's health and safety standards. Employees must have a reliable internet connection and the necessary technology (e.g., computer, software, phone) to perform their job functions effectively. California Online Public Schools will provide support for technology setup and troubleshooting as needed.

Non-compliance with the Work from Home policy may prompt a review of the employee's remote work arrangement. Repeated non-compliance may result in disciplinary measures, including possible termination of employment.

## Hiring

All employees of California Online Public Schools hired after September 1, 2022 must reside within the state of California. The School Leader or designee may make an exception and give hiring consideration to a candidate if the candidate resides outside of California in either the Pacific or Mountain time zone. Other time zones may be considered in extraordinary

circumstances with exceptions being made and approved by the Superintendent or a designee. All candidates will be hired under the stated eligibility guidelines as set forth in this handbook.

## **Employee Relocation**

If a current employee requires relocation to a different state of residence at any time during the course of their employment with California Online Public Schools, they must first seek written approval from the Superintendent. Approval may be granted if the new state of residency is a state in either the Pacific or Mountain time zones. School needs will be taken into consideration upon relocation request, and relocation may only be permitted on a temporary basis (i.e. completing the school year or semester). Relocation expenses are the responsibility of the employee.

## **Meal and Rest Periods**

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CalOPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

## **Lactation Accommodation**

CalOPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

CalOPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations. Lactating employees will not be required to be in-person for mandatory school-wide events, however supervisor approval is required for the excused absence.

## **Attendance and Tardiness**

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying their supervisor will be considered a voluntary resignation from employment.

## **Mandatory In-Person Events**

Mandatory in-person events refer to any school-wide meetings, conferences, training sessions, or other gatherings that require physical presence and are deemed necessary for the fulfillment of job duties and organizational objectives (i.e., Back to School, Mid-Year Festivals, State Testing and Graduation. CalOPS is committed to accommodating employees' needs to the extent feasible. Employees who have valid reasons for being unable to attend in-person events, such as health concerns or caregiving responsibilities, should communicate their concerns to their supervisor and Human Resources as soon as possible. Reasonable accommodations will be made whenever possible. For mandatory in-person events that require travel, employees should adhere to CalOPS's [travel policies and procedures](#). This includes booking accommodations, transportation, and other logistics in accordance with organizational guidelines.

## **Time Cards/Records**

By law, CalOPS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact their supervisor to make the correction and such correction must be initiated by both the employee and their supervisor.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### **Use of Email, Voicemail and Internet Access**

CalOPS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. The School has the ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

### **Personal Business**

CalOPS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;

- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

### **Personal Appearance/Standards of Dress**

CalOPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 3) Skirts and dresses should be no higher than three (3) inches above the knee.
- 4) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 5) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 6) Appropriate shoes must be worn at all times.

### **Health and Safety Policy**



CalOPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to Human Resources any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

## **Security Protocols**

CalOPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to Human Resources. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify Business Services when keys are missing or if security access codes or passes have been breached.

## **Occupational Safety**

CalOPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CalOPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

## **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Accident/Incident report can be found in the employee resources shared folder.



## **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# EMPLOYEE WAGES AND HEALTH BENEFITS

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask Human Resources to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Human Resources. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. CalOPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the employee’s supervisor. CalOPS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

## **Paydays**

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to Human Resources.

## **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee’s earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, Human Resources will discuss the situation with the employee.

## **Medical Benefits**

### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

### When Coverage Starts

Employee eligibility will begin on the first day of employment. Coverage will start on the first day of the next month. An enrollment form must be submitted to the Human Resources team within the first 30 days of employment. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

### **COBRA Benefits**

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

CalOPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CalOPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CalOPS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

# PERSONNEL EVALUATION AND RECORD KEEPING

## Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their direct supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

### Mid-Year Evaluation

All new employees will undergo a mid-year evaluation. Employees hired after September 30th, will participate in a mid-year evaluation the following school year. Supervisors and employees will engage in a focused review, assessing performance and progress since the employee's start date. The mid-year evaluation will provide an opportunity to address any immediate concerns, recognize achievements, and set clear expectations for the remainder of the year.

### End of Year Evaluation

Each school year, all employees will take part in a self-evaluation as a part of the end of year evaluation. Employees hired after April 1st will not have an end of year evaluation. During the self-evaluation, employees should reflect on their achievements, challenges, strengths, and areas for improvement. Supervisors will assess performance, using the same rubric as the self-evaluation. A one-on-one meeting between each employee and their supervisor will be held to discuss the evaluations. This meeting is a platform for constructive feedback, recognition of achievements, and discussion of career development plans.

Constructive feedback will be provided, and any necessary adjustments to goals or responsibilities will be discussed. Development opportunities and support will be identified to ensure continued growth and success.

Employees with positive performance reviews will be considered for promotions and career advancement opportunities.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School. After the review, an employee will be required to sign the evaluation report to acknowledge that it has been presented to them, that they have discussed it with their supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisors within the first ninety (90) days of employment.

On a periodic basis, the supervisors will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. CalOPS's evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep Human Resources advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. CalOPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to Human Resources. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

### **Internal Applications**

Job openings will be posted on CalOPS's careers page, and shared regularly through company-wide emails. Internal and external recruitment may occur simultaneously or separately. Job postings will include essential details such as job title, department, responsibilities, qualifications, and application deadline. As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with the Equal Opportunity Policy.

To be eligible to apply for an internal position, an employee must be in good standing with the company, meeting performance expectations and having no active disciplinary actions against them. Employees should meet the minimum qualifications and requirements specified for the position as outlined in the job posting. Employees must have approval from their supervisor and admin before being eligible to apply for internal positions unless stated otherwise. Employees interested in applying for an internal job opportunity must submit their application through the application portal and follow the specified application instructions.

## Career Ladder

The purpose of Career Ladder is to provide leadership development opportunities for 10-month staff and recognition of 10-month staff that assume additional tasks and responsibilities in support of the school's mission of being the best online public charter school. Career Ladder compensation is for work done in addition to a staff member's regular role.

Career Ladder will consist of four tiers, each with increasing responsibilities as well as increasing pay.

**Coordinator** - 4% on top of base salary

**Lead** - 8% on top of base salary

**Specialist** - 12% on top of base salary - can supervise up to 5 employees

**Master Teacher** - 16% on top of base salary - can supervise up to 10 employees

## Applying for Career Ladder

All 10-month staff will have the opportunity to apply to a career ladder role each school year and employees with an overall "meets or exceeds the standards" on their evaluation will be considered. Employees will have to re-apply to the Career Ladder each school year and your Career Ladder role and responsibilities will be evaluated during the performance review cycle. Career Ladder positions are not guaranteed each school year.

Every two years, a Career Ladder audit will be conducted. During this audit, administrators and the Human Resources Department will collaborate to discuss allocation of Career Ladder points to ensure they are being used effectively.



# HOLIDAYS, VACATIONS AND LEAVES

## Holidays

CalOPS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

## Vacation

CalOPS acknowledges the value of vacation time as a well-deserved opportunity for rest and renewal, we encourage scheduling vacations with mindful consideration for 'peak traffic periods' within the school year. This ensures that both our staff can enjoy their time off to the fullest extent possible and that our operations continue to run smoothly during busy periods.

All Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School.

*Vacation Schedule – Regular Full-Time Employees (12-month) Years of Service Maximum # Number of Vacation Hours per Year.*

In the first school year, eligible staff receive vacation according to their month of hire:

|                    |    |
|--------------------|----|
| July - September   | 80 |
| October - December | 60 |

|                 |    |
|-----------------|----|
| January - March | 40 |
| April - June    | 24 |

After the first school year, vacation hours are allocated as follows:  
Years of Service Maximum Number of Vacation Hours per Year

|                           |     |
|---------------------------|-----|
| Start of 2nd school year  | 112 |
| Start of 3rd school year  | 144 |
| Start of 7th school year  | 160 |
| Start of 10th school year | 184 |
| Start of 15th school year | 200 |
| Start of 20th school year | 216 |
| Start of 25th school year | 232 |
| Start of 30th school year | 248 |

*Vacation Schedule – Regular Full-Time Employees (10-month) Years of Service Maximum #  
Number of Vacation Hours per Year.*

In the first school year, eligible staff receive vacation according to their month of hire:

|                 |    |
|-----------------|----|
| July - December | 16 |
| May - April     | 8  |
| May - June      | 0  |

After the first school year, vacation hours are allocated as follows:  
Years of Service Maximum Number of Vacation Hours per Year

|                           |     |
|---------------------------|-----|
| Start of 2nd school year  | 48  |
| Start of 3rd school year  | 64  |
| Start of 7th school year  | 80  |
| Start of 10th school year | 96  |
| Start of 15th school year | 112 |
| Start of 20th school year | 128 |
| Start of 25th school year | 144 |
| Start of 30th school year | 160 |

Employees who are rehired into a benefit eligible position within one (1) school year of their termination date will receive service credit for purposes of vacation days accrual placement based on their original hire date.

Unused, earned vacation days will be paid out at the end of each school year; they may not be carried over from year to year. All vacation days must be requested in advance and must be approved by your supervisor.

Part-time employees will receive a prorated allocation of vacation time equal to 50% of the above allocations.

Vacation time is reset for all school staff on July 1st of each year.

### **Unpaid Leave of Absence**

CalOPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year. Sick leave is front loaded for all employees at the beginning of each school year.

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave does carry over from year to year with a maximum cap of eighty (80) hours and the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

## **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
  - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. “Designated person” refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
- 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- 5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
  - 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
  - 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
  4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
- Pay during FMLA/CFRA Leave
    1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
    2. A full-time employee on FMLA/CFRA leave because of a qualifying family member’s serious health condition is eligible to receive 100% of their regular earnings from CalOPS for a period of up to four (4) weeks, or twenty (20) work days. During any remaining FMLA/CFRA leave that is utilized for a qualifying family member’s serious health condition, the employee may receive partial wage replacement benefits from the state and may use any or all accrued paid leave to supplement partial wage replacement benefits, unless otherwise prohibited by law. Part-time employees are not eligible for compensation through CalOPS and may utilize wage replacement benefits and accrued paid leave.
    3. An employee on FMLA/CFRA leave for baby-bonding may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave. During approved baby-bonding leave, CalOPS will provide 100% of a full-time employee’s regular earnings for a period of eight (8) weeks. During any remaining FMLA/CFRA leave that is utilized for approved baby-bonding leave, the employee may receive partial wage replacement benefits from the state and may use any or all accrued paid leave to supplement the wage replacement benefits, unless otherwise prohibited by law. Part-time employees are not eligible for compensation through CalOPS and may utilize wage replacement benefits and accrued paid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrued during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- **Health Benefits**

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CalOPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- **Seniority**

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen [15] days of the School's request for certification) may result in denial of the leave request until such certification is provided.



2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
  3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
  4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA/CFRA Leave
    1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
    2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
    5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
    6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and



that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- **Return to Work**
    1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
    2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
    3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
    4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
  - **Employment during Leave**

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17  $\frac{1}{3}$  weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17  $\frac{1}{3}$  weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17  $\frac{1}{3}$  weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- **Health Benefits**

CalOPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. CalOPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- **Seniority**

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- **Requesting and Scheduling Pregnancy Disability Leave**

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
  2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
  3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
  4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
  5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
  6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
    1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
      - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
      - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with CalOPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

## **Industrial Injury Leave (Workers’ Compensation)**

CalOPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker’s compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee’s Claim Form (DWC Form 1) and return it to Human Resources; and

- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CalOPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to Human Resources and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

CalOPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CalOPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90)

days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CalOPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Employees may utilize the Family Care Leave benefit during this time to extend their paid leave. Upon request, an employee may be required to provide documentation of the death of a covered family member.

### **Reproductive Loss Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

### **Jury Duty or Witness Leave**



For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their supervisor at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, CalOPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of CalOPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.



An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

CalOPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CalOPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CalOPS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the

employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CalOPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give Human Resources thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult Human Resources.

# DISCIPLINE AND TERMINATION OF EMPLOYMENT

## Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise).
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.

23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

## **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CalOPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

## **Termination of Employment**

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify their supervisor and Human resources regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

## INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or supervisor:

1. The complainant will bring the matter to the attention of Human Resources as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. Human Resources or a designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal, Human Resources or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Human Resources (or designee) shall abide by the following process:

1. Human Resources or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that Human Resources (or designee) finds that a complaint against an employee is valid, Human Resources (or designee) may take appropriate disciplinary action against the employee. As appropriate, Human Resources (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. Human Resources (or designee) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Principal) or Human Resources or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CalOPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.



## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Human Resources or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*CalOPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

# Coversheet

## Approval of Declaration of Need 24-25 School Year (attached)

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | V. Action Items   |
| <b>Item:</b>             | J. Approval of Declaration of Need 24-25 School Year (attached) |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | cl500 Declaration of Need for 24-25 SY.pdf                      |

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

► ***Enclose a copy of the board agenda item***

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_  
*Name*                      *Signature*                      *Title*

|                   |                         |             |
|-------------------|-------------------------|-------------|
| <i>Fax Number</i> | <i>Telephone Number</i> | <i>Date</i> |
|-------------------|-------------------------|-------------|

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*Mailing Address*

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*E-Mail Address*

| Name of County | County CDS Code |
|----------------|-----------------|
|----------------|-----------------|

Name of State Agency

|                 |                    |
|-----------------|--------------------|
| Name of NPS/NPA | County of Location |
|-----------------|--------------------|

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

|                 |                  |       |
|-----------------|------------------|-------|
| Name            | Signature        | Title |
| Fax Number      | Telephone Number | Date  |
| Mailing Address |                  |       |
| EMail Address   |                  |       |

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|
| Multiple Subject                  |                         |
| Single Subject                    |                         |
| Special Education                 |                         |
| TOTAL                             |                         |

#### Authorizations for Single Subject Limited Assignment Permits

| SUBJECT                           | ESTIMATED NUMBER NEEDED | SUBJECT                      | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|------------------------------|-------------------------|
| Agriculture                       |                         | Mathematics                  |                         |
| Art                               |                         | Music                        |                         |
| Business                          |                         | Physical Education           |                         |
| Dance                             |                         | Science: Biological Sciences |                         |
| English                           |                         | Science: Chemistry           |                         |
| Foundational-Level Math           |                         | Science: Geoscience          |                         |
| Foundational-Level Science        |                         | Science: Physics             |                         |
| Health                            |                         | Social Science               |                         |
| Home Economics                    |                         | Theater                      |                         |
| Industrial & Technology Education |                         | World Languages (specify)    |                         |

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

|  |     |    |
|--|-----|----|
| Has your agency established a District Intern program? | Yes | No |
|--|-----|----|

If no, explain. \_\_\_\_\_

|   |     |    |
|---|-----|----|
| Does your agency participate in a Commission-approved college or university internship program? | Yes | No |
|---|-----|----|

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_